# REPORT RESUMES

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PRESIDENT'S REPORTS IN AMERICAN JUNIOR COLLEGES.
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QUESTIONNAIRE RETURNS FROM 387 JUNIOR COLLEGES (OF A POPULATION OF 667) PROVIDED THE BASIS FOR THIS REPORT. OVER THREE-FOURTHS OF THE PRESIDENTS MADE SOME TYPE OF REPORT, USUALLY ON AN ANNUAL BASIS. APPROXIMATELY TWO-THIRDS OF SUCH REPORTS WERE PREPARED PRIMARILY FOR GOVERNING BOARDS. MOST FREQUENT PURPOSES WERE TO PROVIDE A COMPREHENSIVE OVERVIEW OF THE COLLEGE AND TO REVIEW ITS ACTIVITIES. THE AUTHOR DISCUSSES SPECIFIC TOPICS UNDER 12 HEADINGS--(1) INTRODUCTION, (2) GOVERNING BOARD, (3) ADMINISTRATIVE PERSONNEL, (4) INSTRUCTIONAL STAFF, (5) NONINSTRUCTIONAL STAFF, (6) STUDENT ACTIVITIES, (7) STUDENT CHARACTERISTICS, (8) STUDENT SERVICES, (9) CURRICULUM AND INSTRUCTION, (10) FACILITIES, (11) BUSINESS SERVICES, AND (12) MISCELLANEOUS. FROM HIS STUDY, HE RECOMMENDS (1) INCLUSION OF A STATEMENT OF INSTITUTIONAL PURPOSE, A SUCCINCT OVERVIEW OF THE YEAR, AND A TABLE OF CONTENTS OR AN INDEX, (2) INVOLVEMENT OF AS MANY STAFF MEMBERS AS POSSIBLE, (3) EMPHASIS ON THE FACULTY'S ROLE IN IMPLEMENTING INSTITUTIONAL PHILOSOPHY, (4) FOCUS ON THE PROGRAM OF INSTRUCTION, (5) INCLUSION OF A "HIGHLIGHTS" SECTION FOR THOSE WHO WILL NOT READ THE ENTIRE REPORT, (6) A SPECIAL STUDY SESSION FOR REPRESENTATIVES OF COMMUNICATIONS MEDIA, (7) DISTRIBUTION TO ALL STAFF, (8) AN ATTRACTIVE FORMAT AND A STRAIGHTFORWARD STYLE, AND (9) USE OF THE REPORT AS A PLANNING AID. THE WRITER CONCLUDES THAT THE ANNUAL REPORT IS A VALUABLE INSTRUMENT IN PUBLIC RELATIONS AND IN INTRAINSTITUTIONAL COMMUNICATION. (WO)

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# PRESIDENT'S REPORTS IN AMERICAN JUNIOR COLLEGES

UNIVERSITY OF CALIF
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JC 660 445

# President's Reports in American Junior Colleges

By

**FREDERICK C. KINTZER**

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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# CONTENTS

FOREWORD by B. Lamar Johnson . . . . . . . . . . . . . . 7

CHAPTER I.
INTRODUCTION . . . . . . . . . . . . . . . . . . . . . . 9

CHAPTER II.
ANALYSIS OF INQUIRY FORMS ON AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS . . 11

Table I. Summary of Responses to Inquiry Form . . . . . . . 11

Table II. Frequency with which 292 American Junior College President's Reports Are Prepared . . . . . . . . . . . 12

Table III. Frequency with which 292 American Junior College President's Reports Are Prepared for Various Individuals and Groups . . . . . . . . . . . . . . . . . . . . . 13

Table IV. Enrollment Distribution of 292 Junior Colleges and Type of Report Prepared . . . . . . . . . . . . . . . 14

Table V. Control Patterns of Junior Colleges Preparing Some Type of Report . . . . . . . . . . . . . . . . . . . 14

Table VI. Objectives of President's Reports by Frequency of Mention . . . . . . . . . . . . . . . . . . . . . . 15

Table VII. Value of President's Reports by Frequency of Mention . 17

Table VIII. Difficulties of and Negative Reactions to President's Reports, by Frequency of Mention . . . . . . . . . . . 18

CHAPTER III.
ANALYSIS OF 155 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS . . . . . . . . . . . . . . . . 23

Introduction . . . . . . . . . . . . . . . . . . . . . 23

Content Emphases . . . . . . . . . . . . . . . . . . . 24

Table IX. Kind of Report and Frequency of Preparation by 155 American Junior College Presidents . . . . . . . . . . . 24

Table X. Individuals and Groups for Whom 155 American Junior College President's Reports Are Prepared, by Frequency of Mention and Percent of Total Responses . . . . . . . . . . . 24

Table XI. Items Included in Various Divisions of 155 American Junior College President's Reports, by Frequency and Percentage of Mention . . . . . . . . . . . . . . . . . 25
Contents Topically Considered . . . . . . . . . . . . . . . . . 26
Table XII. Items Most Frequently Included in 155 American Junior College President's Reports . . . . . . . . . . . 26
Format . . . . . . . . . . . . . . . . . . . . . 47
Concluding Remarks . . . . . . . . . . . . . . . . . 47
CHAPTER IV.
CONCLUSIONS AND RECOMMENDATIONS . . . . . . . . . 49
APPENDIX A.
Directory of Junior Colleges Included in Analysis of 155 American Junior College President's Reports . . . . . . . . . . . . 53
APPENDIX B.
Table XIII. Items Included in Introduction to 155 American Junior College President's Reports, by Frequency and Percent of Mention . . . . . . . . . . . . . . . . . . . 59
Table XIV. Items Concerning Governing Board Included in 155 American Junior College President's Reports by Frequency and Percent of Mention . . . . . . . . . . . . . 59
Table XV. Items Concerning Administrative Personnel Included in 155 American Junior College President's Reports, by Frequency and Percent of Mention . . . . . . . . . . . . . . . . 60
Table XVI. Items Concerning Instructional Staff Included in 155 American Junior College President's Reports, by Frequency and Percent of Mention . . . . . . . . . . . . . . . . . 60
Table XVII. Items Concerning Noninstructional Employees Included in 155 American Junior College President's Reports, by Frequency and Percent of Mention . . . . . . . . . 61
Table XVIII. Items Concerning Student Activities Included in 155 American Junior College President's Reports, by Frequency and Percent of Mention . . . . . . . . . . . . . . . . . 61
Table XIX. Items Concerning Student Characteristics Included in 155 American Junior College President's Reports, by Frequency and Percent of Mention . . . . . . . . . . . . . . . . 62
Table XX. Items Concerning Student Services Included in 155 American Junior College President's Reports, by Frequency and Percent of Mention . . . . . . . . . . . . . . . . 63
Table XXI. Items Concerning Curriculum and Instruction Included in 155 American Junior College President's Reports, by Frequency and Percent of Mention . . . . . . . . . . . . . . . . 64

Table XXII. Items Concerning Physical Facilities Included in 155 American Junior College President's Reports, by Frequency and Percent of Mention . . . . . . . . . . . . . . . . . . 64

Table XXIII. Items Concerning Business Management Included in 155 American Junior College President's Reports, by Frequency and Percent of Mention . . . . . . . . . . . . . . . . . 65

Table XIV. Miscellaneous Items Included in 155 American Junior College President's Reports, by Frequency and Percent of Mention 66

Table XXV. Frequency and Percent of Styles of Writing Found in 155 American Junior College President's Reports . . . . . . 67

Bibliography . . . . . . . . . . . . . . . . . . . . . . 69

# FOREWORD

This is the fourth in the series of Occasional Reports published by the UCLA Junior College Leadership Program.[1]

In the present publication, *President's Reports In American Junior Colleges,* Dr. Kintzer does more than analyze documents which he has assembled as he has developed the Laboratory in Junior College Administration at UCLA. Using the Laboratory materials—and particularly questions that have come to him from junior college administrators—as a starting point, the author has made a national survey of the purposes and values of president's reports, and how they are prepared and used. In the pages which follow he presents the findings of his survey and also the results of his analysis of 155 different reports submitted by presidents of junior colleges in all sections of the nation.

In a sense, the findings which Dr. Kintzer presents represent a survey of developments in junior college organization and administration as viewed by the administrative heads of two-year colleges. Topics to which he directs attention describe a variety of junior college developments—all selected by presidents as of sufficient importance to be included in reports—in curriculum, instruction, student personnel services, plant, finance, and community services and relationships.

On the basis of his analysis, the author makes recommendations regarding the organization and preparation of reports. Notable is his suggestion of presenting "highlights of the year" as a condensed version of a larger report—for ready reference by the casual reader.

Dr. Kintzer quite properly points out the value of president's reports to effective administration, both from the viewpoint (1) of establishing lines of communication with and providing information to the public, and (2) of contributing to the effective internal administration of a college. Items identified in the publications and presented in a series of tables and particularly the conclusions and recommendations merit consideration by any junior college president who is about to prepare an annual report.

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[1] Other publications in the series are:

a. Frederick C. Kintzer. *Faculty Handbooks In California Public Junior Colleges* (Junior College Leadership Program, Occasional Report No. 1) Los Angeles: University of California, Los Angeles, 1961.

b. Frederick C. Kintzer. *Board Policy Manuals In California Public Junior Colleges* (Junior College Leadership Program, Occasional Report No. 2) Los Angeles: University of California, Los Angeles, 1962.

c. *Institutional Research In The Junior College—A Report of a Conference* (Junior College Leadership Program, Occasional Report No. 3) Los Angeles: University of California, Los Angeles, 1962.

## CHAPTER I

# INTRODUCTION

School administrators for a number of years have been primarily concerned with internal administrative problems of their institutions. Only recently have they become vitally interested in working closely with community groups which constitute the external administration of a school. Since World War II, an attitude of half-hearted reluctance toward the public—a resentment of outside interference—has slowly given way to the recognition that "the public should and is going to make education its business."[1]

Many factors contribute to this trend. Among the more important are: (1) the explosive development of new knowledge, (2) the need for school buildings and equipment to keep up with rapidly rising enrollments, and (3) an emphasis upon excellence in education at all levels. Perhaps above all is the growing recognition that community educational interaction fits admirably into the American way of life[2]—that only through co-operative effort can the most meaningful progress be achieved. The responsible administrator "recognizes the need for stable relations with the community of which his organization is a part."[3]

Techniques and devices, both new and old, are now being used more widely than ever before by school administrators to stimulate the public to greater responsibility "in the shaping of what is to come."[4] The annual report is one of the devices which in recent years has gained momentum as a valuable aid to promoting community support. Although it is by no means a new technique, its use as a descriptive document to popularize education is relatively new. Instead of looking upon the annual report as a routine statement of dry statistics and figures, administrators are beginning to use it as a dramatic instrument to make their schools come alive in the minds of the people.

In addition to stimulating community interest, an annual report can have notable values within a college. Such a report provides the staff and the board an opportunity to review the complete college effort; to stimulate thinking in terms of the entire institution; and to contribute to institutional evaluation as a basis for future planning and development.

With these values in mind Coulter comments that "the administrator who puts his school's situation down in black and white not only clarifies it for board members, he also makes numerous points clearer to himself."[5] The act of preparing an annual report—the necessity of outlining the needs, achievements, and aspirations of an institution—can be an invaluable experience for the administrator and his staff associates.

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[1] O. E. Hill. "Research in External Administration—Is It Relevant?" *Administrative Theory as a Guide to Action*. Chicago: Midwest Administration Center, The University of Chicago, Chicago, Illinois, 1960. Chapter X, p. 161.

[2] *Ibid.*, p. 166.

[3] Philip Selznick. *Leadership in Administration*. Row, Peterson and Company, Evanston, Illinois, 1957. p. 147.

[4] Hill, *op. cit.* p. 166.

The annual report is particularly important for the junior college which is widely recognized as a community college. The community-centered institution builds programs on the basis of local needs and utilizes community resources in program planning and operation. By bringing education close to the homes of students, it breaks down barriers to college attendance and "makes possible the completion of two years of college work for many who otherwise could not enjoy that advantage."[6] The annual report serves an important function not only in stimulating public interest but also in eliciting community support for and participation in college affairs. Properly disseminated, it can be an invaluable aid to keeping citizens informed about their college, its development, program, and needs.

This study, *President's Reports in American Junior Colleges,* was undertaken because of the interest in annual reports junior college administrators have expressed as they have visited or sent requests to the Laboratory in Junior College Administration. Chapters which follow answer in some detail requests received from junior college presidents on the purposes, organization, and content of these documents.

President's reports sent to the Laboratory vary considerably in content and design. Evidences of such variety are also found in answers on inquiry forms returned by 380 junior college presidents. An analysis of these forms, preceded by a discussion of methods used in the study, will be presented in Chapter II. A review of reports (155 in number) will follow in Chapter III.[7]

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[5] Kenneth C. Coulter. "Report for Boards of Education," *The School Executive,* 68:39–41, December, 1948. p. 39.

[6] National Society for the Study of Education. Fifty-fifth Yearbook, Part I. *The Public Junior College,* University of Chicago Press, 1956. p. 67.

[7] See Appendix A for names of colleges sending reports.

CHAPTER II

# ANALYSIS OF INQUIRY FORMS ON AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS

An inquiry form on American junior college president's reports was sent to each of 663 junior colleges listed in the *Junior College Directory, 1961,*[8] and to four new California junior colleges, a total of 667 institutions.[9] Answers to questions asked on the inquiry form are presented in this chapter first in tabular form. In further explanation of these data, illustrative material follows each table.

As Table I reveals, 387 junior college presidents representing 58 percent of the total responded. Of this number, 380 returned inquiry forms, an additional four sent materials about their colleges but did not return forms, and three others forwarded only reports. One hundred fifty-five presidents included reports.[10]

TABLE I

SUMMARY OF RESPONSES TO INQUIRY FORM ON AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS

| Item | Frequency | Percent |
|---|---|---|
| Inquiry Forms Sent | 667 | .. |
| Total Responses | 387 | 58 |
| Inquiry Forms Returned | 380 | 57 |
| Reports Returned | 155 | 23 |
| Reports Produced | 292 | 77[a] |
| No Written Reports Made | 87 | 23[a] |
| Oral Reports Made | 17 | 5[a] |

[a] Percentages reflect data reported on inquiry forms.

Two hundred ninety-two of the 380 junior college presidents returning inquiry forms indicate that they produce some type of document, while 17 others refer only to oral statements. Four of the 87 respondents who do not prepare reports suggest that accreditation applications, periodically submitted to regional agencies, serve the same purpose.

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[8] The American Association of Junior Colleges publishes an annual Directory which contains information about junior colleges—including location, administrative head, type, pattern of control, student enrollment, and number of faculty—in the United States, its territories, and Canada.

[9] The five Canadian junior colleges which are listed as 1960–61 members of the American Association of Junior Colleges were excluded from the present study.

[10] All states having junior colleges are represented in this study except Arkansas. Inquiry forms were, in addition, received from Guam and Puerto Rico, and an annual report from the College of Guam.

It is significant that 77 percent of junior college presidents responding to the inquiry form prepare some type of document for boards of trustees, superior administrators, or communities. Many junior college administrators apparently recognize the value of disseminating information, financial and otherwise, about their colleges.

### TABLE II
### FREQUENCY WITH WHICH 292 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS ARE PREPARED

| Kind of Report | Frequency | Percent |
|---|---|---|
| Annual Report | 181 | 62 |
| Irregular Report | 41 | 14 |
| Monthly Report | 27 | 9 |
| Semi-annual Report | 21 | 7 |
| Biennial Report | 10 | 3 |
| Quarterly Report | 5 | 2 |
| Three Reports Per Year | 4 | 1 |
| Four-year Report | 2 | 1(–)[a] |
| Five-year Report | 1 | 1(–)[a] |
| Total Reports | 292 | |

[a] Indicates less than 1%. Used in this way throughout subsequent tables.

Table II indicates that 181 of the 292 reports (62%) produced are submitted on an annual basis. Forty-one are produced irregularly, 27 monthly, and 21 are made semi-annually.

A California president produces a special edition of his annual report to the board of trustees for the faculty and student body. Another administrator prepares an annual statement for the Secretary of State and community leaders, and a biennial document for the local superintendent of schools. Others make—in addition to annual publications—monthly financial statements to the board of directors.

Forty-one of the respondents make reports on an irregular basis. A president of a Missouri junior college explains: "I believe that there is no substitute for complete information to all of the various constituencies of the College as well as to the faculty and students. For example, our Board of Trustees meets monthly at which time our administrative officers are called upon to make reports when action may be most appropriately considered. Reports are of greatest value when they facilitate intelligent decisions."

Several presidents indicate that reports, usually on particular subjects, are presented to the board upon request.

Thirty-four of the documents are produced more frequently than once a year. At least two administrators comment on this idea. One North Carolina president states: "Educational needs change so rapidly there is danger of having them become outdated by the time plans can materialize." And a president of a Virginia college writes: "The annual report is given two months before the close of the fiscal year and does not reflect the exact state of the college."

What is the best time of year for publication? Obviously the document should be issued as soon after the close of the spring semester as possible. Work should be started weeks before the end of the year so that publication can proceed as soon as all statistics are complete. A report which appears several months after the occurrence of events which it chronicles has lost much of its reading interest.[11] On the other hand, statistical data about the college, provided during the year, offer merely fragmentary information. Therefore, a June date for publishing the annual report, including an end-of-the-year summary of data previously released, is probably most logical.

American junior college president's reports are prepared far more frequently for a governing board or corporation than for any other group or individual identified in Table III—in fact, almost as often as all others combined. Over two thirds (202 out of 292) of the documents are produced primarily for a board of directors having immediate jurisdiction over the college. Sixty-eight of these are, however, sent to the superintendent of the local school district, who, in a unified district (kindergarten through junior college) or a high school district (grades nine through fourteen), has primary responsibility to the district school board.

TABLE III

FREQUENCY WITH WHICH 292 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS ARE PREPARED FOR VARIOUS INDIVIDUALS AND GROUPS

| Individual or Group | Frequency | Percent |
|---|---|---|
| Governing Board or Corporation | 202 | 46 |
| Superintendent (district) | 68 | 16 |
| Faculty | 62 | 14 |
| Community (alumni, friends, etc.) | 46 | 11 |
| Superintendent (state department of education) | 19 | 4 |
| Advisory Committee or Council | 13 | 3 |
| University | 10 | 2 |
| Superintendent (county) | 9 | 2 |
| Regional Association | 5 | 1 |
| Legislature | 3 | 1(–) |
| Total responses | 437 | |

About one fifth of the 292 reports are sent to faculty members and a lesser number, approximately one sixth, are given to community leaders, alumni, and friends of the institution. Thirteen of the 292 are prepared for advisory committees or councils most of which represent privately controlled junior colleges.

Although all responding junior colleges which receive state funds send reports to their state department of education, only 19 respondents actually so indicate. Three presidents of publicly supported colleges mention forwarding copies to their state legislatures, and 9 to the county superintendents through whose office—in some states—public funds for junior colleges are disbursed.

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[11] Cf. Ward G. Reeder. *The Fundamentals of Public School Administration*, New York: The Macmillan Company, New York, N.Y., 1951. p. 712.

Administrators of ten junior colleges which are, in fact, segments of state universities, indicate that reports are prepared for university officials. Several (five, to be specific) apparently send statements to regional accrediting associations—the Southern Association is actually named on three inquiry forms.

### TABLE IV
### ENROLLMENT DISTRIBUTION OF 292 JUNIOR COLLEGES AND TYPE OF REPORT PREPARED

| Enrollment[a] | Type of Report Prepared | | |
|---|---|---|---|
| | Annual or Other | Annual Only | |
| | N = 292 | N = 181 | Percent |
| 0– 100 | 26 | 19 | 73 |
| 101– 500 | 122 | 77 | 63 |
| 501–1000 | 50 | 31 | 62 |
| 1001–2000 | 40 | 25 | 63 |
| 2001–3000 | 19 | 10 | 53 |
| 3001–5000 | 14 | 10 | 71 |
| 5001 + | 21 | 9 | 43 |

[a] Total cumulative enrollment figures are taken from the *Junior College Directory, 1961.*

It is evident from Tables IV and V that neither size nor pattern of control of junior colleges included in this study is, in general, a significant factor in the preparation of an annual report. With the exception of a disparity between very small and very large institutions, percentages of annual reports prepared by chief administrators (who indicate they submit some type of document) are not significantly dissimilar for colleges with varied enrollment and type of organization.[12]

### TABLE V
### CONTROL PATTERNS OF JUNIOR COLLEGES PREPARING SOME TYPE OF REPORT

| Control Pattern | Total Responses (N = 292) | Annual Report (N = 181) | |
|---|---|---|---|
| | | Number | Percent |
| *Public:* | | | |
| State | 27 | 15 | 56 |
| Local | 86 | 49 | 57 |
| District | 43 | 21 | 49 |
| County | 33 | 23 | 70 |
| Subtotals | 189 | 108 | 57 |
| *Private:* | | | |
| Independent | 39 | 26 | 67 |
| Branch | 2 | 1 | 50 |
| Denominational | 62 | 46 | 74 |
| Subtotals | 103 | 73 | 71 |

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[12] Although presidents of four small junior colleges (under 500 total cumulative enrollment) give reasons for favoring informal, irregular reporting ("carry on voluminous correspondence with Board, " "our institution is small and intimate," etc.), over two thirds of all presidents who make reports actually prepare them annually.

These data also reveal that the majority of junior college chief administrators who submit reports make them on an annual basis. Specifically, presidents of 57 percent of all publicly controlled and 71 percent of all privately controlled junior colleges who say they make some type of statement, prepare an annual report.

While the inquiry form used in this study does not specifically include a question on objectives of president's reports, many answers provided by respondents—in letters returned with the inquiry forms and in occasional notes written on the forms themselves—are in fact statements of objectives. The 154 responses of this kind are recorded and tabulated in Table VI.

### Table VI

### OBJECTIVES OF PRESIDENT'S REPORTS BY FREQUENCY OF MENTION

| Objective | Respondents (N = 154) | Percent of Respondents | Percent of Responses |
|---|---|---|---|
| To provide a comprehensive overview of the position of the college............. | 78 | 51 | 28 |
| To review achievements of the college.... | 51 | 33 | 18 |
| To report current needs and present recommendations to correct such needs.... | 47 | 31 | 17 |
| To prepare an official permanent record of statistical information—enrollment, personnel, etc.—for the college ........... | 39 | 25 | 14 |
| To present a summary of changes made since the last report .................. | 22 | 14 | 8 |
| To discuss projections—enrollment, etc.... | 21 | 14 | 7 |
| To present a financial statement of the college ............................. | 16 | 10 | 5 |
| To list objectives ...................... | 8 | 5 | 3 |
| Total responses ................... | 282[a] | | |

[a] Since more than one statement of purpose is found on many inquiry forms analyzed, this amount is merely a total count of purposes included. Similar statistics appear in subsequent tables.

Approximately one half of the respondents (78) cite the first listed objective: "To provide a comprehensive overview of the position of the college." Presidents who so classify their documents look upon them as primarily informational—basically, a "state-of-the-nation" report, as one California president suggests. "Only in this way [a Georgia president comments] is a majority of trustees kept accurately informed." In addition, a comprehensive document may, according to a North Carolina administrator, "help orient new board members to their responsibilities."

A comprehensive report worthy of the name should contain meaningful data. A complete discussion of a few areas vital to the college operation is far better than a discursive account of many diverse topics. Rather than perfunctory lists of graduating students, textbooks used, or courses of study, this document ought, for example, to provide accurate and concise information on the nature and number of students, educational programs, and the success or failure of students enrolled in such programs. It is all too easy in a "state-of-the-nation" report to emphasize the glamorous—new facility, extraclass accomplishments—at the expense of the essential: the educational process.

The second most frequently named objective—"To review achievements of the college"—is mentioned by 51 administrators. A report should, in the words of one Connecticut administrator, be not only "a comprehensive account" but a "stocktaking" as well. It may, that is to say, provide a progress report on plant construction, curriculum development and enrollments, and at the same time present budget balances.

An annual report may not only review accomplishments but also include plans for the coming year. Forty-seven of the 154 respondents refer to documents which are primarily statements of needs, and recommendations to correct such needs. It is a means of surveying progress and assessing strengths and weaknesses, and may well stimulate members of the board of trustees to act more rapidly and decisively on administrative recommendations. A president's report, writes a North Carolina administrator, "provides a good occasion to formulate and project long-range planning."

A fourth objective—"To prepare an official permanent record of statistical information" (also described by Moehlman and Van Zwoll as one of two purposes of an annual report)—is included on 39 inquiry forms.[13] A statistical report, while limited in its value, may nevertheless be a convenient reference which, as described by the acting dean of the College of Guam, is "a storehouse of information to which we refer again and again." A California president considers the report—statistical in nature—prepared by his staff "an excellent source of reference material which is easily available."

Some of the documents, as will be shown later in this chapter, are summaries of changes made during the last reporting period which help boards of trustees to view at a glance both institutional progress and needs.

As indicated earlier, some administrators submit a separate financial statement of the college, frequently at a different interval than the regular report. This may account in part for 18 respondents who include the objective: "To present a financial statement of the college." These statements, presented monthly as a rule, usually show comparative income and expenditure records.

Least often mentioned of the eight purposes is: "To list objectives," referred to only 8 times. Objectives of the college are unfortunately included in only 26 of the 155 president's reports (see Table XII, Appendix B). Seldom are such objectives described or discussed in these documents. This omission is a serious oversight. Statements of philosophy are fundamental to the understanding and, hence, the effective operation of a college. Such basic material which gives meaning and direction to an institution should be placed in all official documents published by the college.

In response to the question: "What have been the values of your annual (semi-annual, etc.) report?," five values, as shown in Table VII are reported by 82 respondents.

Thirty of the 82 respondents (37%) stress the role which reports might play in providing stimulation for constant reevaluation of the college program. In preparing an annual statement, a chief administrator and his staff must review what has happened and prepare statements which present these developments logically and clearly. This process provides an opportunity, particularly for the president, to become better acquainted not only with details of the college operation, but with individuals responsible for the various academic divisions and services offered by his institution.

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[13] Arthur B. Moehlman and James A. Van Zwoll. *School Public Relations*, New York: Appleton-Century-Crofts, Inc., 1957. pp. 484–485.

A similar number of respondents (actually 29) recognize the value of the report as a research document. Twelve administrators specifically refer to the fiscal type report as an aid in preparation of the budget and in answering official questionnaires on financial status.

TABLE VII
VALUE OF PRESIDENT'S REPORTS BY FREQUENCY OF MENTION

| Value | Frequency (N = 82) | Percent of Respondents | Percent of Responses |
|---|---|---|---|
| Provides administration and staff opportunity to re-evaluate the college program and to clarify and crystallize their thinking on the entire college effort ......... | 30 | 37 | 26 |
| Reinforces budget requests, encourages financial contributions and helps in the preparation of the budget............. | 29 | 35 | 26 |
| Is an important public relations vehicle... | 27 | 33 | 24 |
| Helps to improve communications and to maintain close relations among college board, administration and staff........ | 17 | 21 | 15 |
| Helps administration to determine extent to which objectives of the college are being reached and provides a basis for more effective decision-making......... | 10 | 12 | 9 |
| Total responses ................... | 113 | | |

Statistical documents, particularly financial statements, are often not only tedious and uninteresting but difficult to understand as well. Charts and graphs in color, tables, and pictographs, used judiciously, are strongly recommended to clarify and dramatize institutional finances. A financial report may, in the words of one New York president, "support or reinforce official budget requests and recommendations for operating and capital appropriations." To another administrator in the same state, the annual report contains "verified data for governmental action on college requests for budget, personnel expansion, etc."; and to a president of a California junior college, it provides "material to answer questionnaires which come across my desk."

The value of such a document as a public relations vehicle is recognized on 27 inquiry forms. To the junior college president, this publication may be an important means for keeping constituencies informed about the progress of the college and, particularly for the private college administrator, a way (in the words of an Illinois president) "to give background material to potential donors." In actual practice, it serves much the same purpose for public junior colleges as well. Though patrons of public institutions may not be considered "donors" in the philanthropical sense, they certainly are purchasers of the stock the institution has to sell—in this instance, education—and are entitled to an accounting of their investments. Though administrators of public junior colleges may not cherish the idea, the financial report serves in a far greater capacity than merely as a bolster to their budget requests: it affords those who will eventually pay the bill an opportunity to examine critically the administration of funds already allotted to the college.

The importance of maintaining open communications among on-campus and off-campus groups is specifically mentioned in 17 responses. In this regard, the act of involving as many of the official family as possible in the development of the report is perhaps as vital to the over-all college effort as material provided in the document itself.

The report as an aid to decision-making is included in 10 answers to the question on values. When information is readily available, action on matters pertaining to policy is, as several presidents suggest, more easily obtainable from the board. An annual document may, writes a California president, be a "help in thinking through achievements and priorities for next steps in the improvement of the institution."

Answers to the question: "What difficulties have you encountered in the preparation and use of your annual (semi-annual, etc.) report?" were many and varied. A total of 154 responses were submitted by 109 administrators. Table VIII presents seven classifications of difficulties or negative reactions found on inquiry forms.

One of the major problems in producing an annual report is time—time for co-operative planning, for collecting information, for publishing the final document. Time and energy factors are almost as frequently mentioned—by 74 presidents (68%) of the total responding—as the other six items combined.

TABLE VIII

DIFFICULTIES OF AND NEGATIVE REACTIONS TO PRESIDENT'S REPORTS, BY FREQUENCY OF MENTION

| Difficulty or Negative Reaction | Frequency (N = 109) | Percent of Respondents | Percent of Responses |
|---|---|---|---|
| Time and energy factors | 74 | 68 | 48 |
| Content, style, and form problems | 49 | 45 | 32 |
| Cost considerations | 9 | 8 | 6 |
| Difficulty of getting accurate data | 8 | 7 | 5 |
| Lack of administrative and/or clerical help | 7 | 6 | 4 |
| Problems of dissemination | 4 | 3 | 2 |
| Use and evaluation of reports | 3 | 2 | 1 |
| Total responses | 154 | | |

The task of assembling information from various departments and divisions is, as a president of a South Carolina school points out, likely to be both time and energy consuming. In view of this fact, the president may, in the interests of conserving time, ask his subadministrators—deans of instruction, student personnel, and finance, for example—to submit monthly progress statements on aspects of the institution about which he, the chief administrator, would not ordinarily be aware.[14] Reflecting upon lack of time—a constant worry to the administrator—a Maryland president makes the suggestion that the chief administrator himself must keep day-by-day data and file these regularly to ease the task at the year's end.

In addition to expressions regarding the general lack of time and energy and other comments relating to planning, a California president regrets the lack of "time in which to analyze and plan with staff and perhaps the lack of a long-range master plan against which we can reflect our progress."

Content, style, and form problems are mentioned on 49 inquiry forms. What material to include in the report? What to leave out? are questions included in 20 replies. An Iowa dean asks, for example, "What to include; opinions and interpretations as well as facts and figures?" Specific content items are, however, recommended by a Virginia president: "Items concerning the academic program, student activities, alumni, etc., should be included in addition to the usual 'current situation' material."

The question of what to place in a report is also raised by another president: "How may we be sure that we are covering the material that the State Board of Education actually needs—whose members have never seen the College in action?"

Preparation of a document which is factual yet interesting, brief yet meaningful, concise yet comprehensive, is indeed a complex process demanding a maximum of co-operative planning and preparation. It is not, however, beyond the ability of the capable president to achieve—even to the satisfaction of an uninformed, though earnest, state board of education. In this regard, the president should not compound confusion by raising in his own mind questions which merely serve to make his task more difficult. Assuming that he has developed an understanding and co-operative staff, he can be on no safer ground than to rely upon their good judgment and willingness to be of the assistance he needs.

Committee co-operation is important in most aspects of producing an annual report, including editing of material. One individual must, however, be responsible for writing the report. It is, therefore, essential that the president appoint (if not himself) a person to prepare copy who is best suited for this vital task.

No less than 19 of the 49 respondents who indicate content, style, and form problems call attention to the difficulty of writing a balanced report. A director of an Ohio junior college suggests that it is difficult to keep a report brief enough to be easily understood yet make it detailed enough to be valid. A president of an Oregon college indicates, in addition, that one must be painfully selective in materials to be included, "since there is constant tension between being too technical for the lay person and too elementary for the professional." Still another chief administrator, this one from Illinois, refers to the difficulty of "creating one document that will serve equally the various publics of the institution and still permit the president to speak frankly within the family." This is the central problem in producing an annual report: How can the president best present facts about his college to the general public and to the college board of trustees, staff, and employees?

Although two reports is a possible solution—a shorter, simpler version for the public and a complete edition for the college family—there are, in addition to extra production costs, at least three dangers in this procedure: (1) oversimplification and (2) overpopularization, on the one hand, offset by (3) a somewhat self-conscious lapse into pedantry, on the other.

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[14] For a discussion of the monthly subadministrator report, see: Edwin H. Fensch. "Outline of a Monthly Report," *The School Executive,* 68:45–46, April, 1949.

In briefing the story of a complex organization, great skill is required to avoid superficiality and discursiveness. Figures lifted out of context are likely to be pointless and may, in fact, distort the meaning of the research project of which they are a part. If a "short form" for the general public is attempted, the president is cautioned against offering only island views of one or two subjects about which his readers may wish to know. Though such views may reduce misunderstanding in some instances, they may equally increase it in others. The archipelagic nature of his longer presentation must not be circumscribed by conciseness. Neither must it be blurred by overpopularization. Indiscriminate use of photographs, particularly mediocre ones, is a common fault. Pictures carefully selected, deftly placed, and precisely annotated undoubtedly enhance the summary report. But a completely "photographic" account is properly suspect. Finally, the president should avoid in his official report the pedantry which he may—though mistakenly—consider the distinguishing feature between his more explicit statement to the board of trustees, the staff, and the employees, and the "write-down" prepared for lay consumption.

The president might, however, largely solve the problem inherent in the preparation of two documents by expanding his annual report to include a "Highlights" section for those who are not particularly concerned with or interested in a more detailed statement. Presented as a several-page preface to the full report, "Highlights of the Year" might include instructional developments, curriculum changes, building progress, student follow-up studies, and other examples of institutional research vital to the future of the college. Liberal use of charts and graphs—including simple tables—and photographs is recommended for this section.

Procedurally, the task could be accomplished by: (1) writing the full report, (2) pulling out most significant portions, (3) preparing a capsule version of these features with brief but precise documentation, and (4) prefacing the detailed document with this summary section which presents progress in brief.

Regardless of size, the writing should always be clear and direct. Use of professional jargon is, of course, appropriate; but when a common word can honestly be substituted for an educational term, it is usually wise to do so. It is more important that the reader understand the material presented than that he be impressed by the manner of its presentation.

Both laudatory and derogatory information should be provided as the facts dictate. Above all else, no matter how the chips may fall, complete sincerity must be the keynote of the document.

Size is an important consideration in maintaining balance. In the words of a Louisiana dean: "A lengthy report is generally not read, a shorter one would hardly be meaningful." The same idea is expressed by an Illinois administrator, who writes: "It is difficult to include all that should be included and, at the same time, make the report both sufficiently brief and readable."

With these points of view a dean of a Michigan community college is apparently in full sympathy, for he comments: "It is difficult to find time to prepare complete statistical data as well as to project the philosophy of the College. However," he adds hopefully, "we anticipate the College will move to I.B.M. equipment next year. This should facilitate a more extensive and complete report."

In this connection it might be pointed out that the president's reports are subject to evaluation on the basis of quality rather than poundage. It is of less importance that they be lengthy or weighted down by statistics than that they be precise and concise in content. To be sure, statistical data provide one means by which the story of the college may be told without a plethora of words. But it should be remembered that, even among the college family, statistics can become mere abstrusities that serve only to becloud the issue to which they presumably apply. Thus, besides complete sincerity, simplicity of presentation becomes an essential characteristic of the president's report.

Other problems, too, are cited by respondents. A director of a Pennsylvania college comments, for example, that the report may be "too thoroughly filtered before it reaches the trustees to have much effect," and a South Carolina president suggests that it is difficult "to get board members to read the report, although it is mailed to them before all meetings."

A special concern related to use is raised by a Nebraska dean: "Material may be misquoted by newspaper reports during and after board meetings." In this regard, the importance of calling a special study meeting for representatives of the press, radio and television should not be overlooked.

Analysis of inquiry forms returned by 380 American junior college presidents, deans, or directors indicates that the typical report is prepared annually, is usually addressed to a governing board, and ordinarily presents both a review of achievements and a report of current needs.

To some (not a majority of presidents who commented on values), the report is valuable because it encourages administrators and staff members to re-evaluate the college program. To others, it is valuable as a resource document. The document is believed, particularly by independent and private junior college presidents, to be an important public relations vehicle.

Preparation takes time and energy. These factors and problems of content (What to include?), style, and form are apparently the most frequent difficulties presidents encounter in preparing statements.

If a study of inquiry forms on president's reports indicates that these documents are individualistically prepared, an analysis of such reports should reveal a heterogeneity of content and a wide variety in the arrangement of material.

## CHAPTER III

# ANALYSIS OF 155 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS

It will be remembered that 155 junior college presidents, representing forty states and Guam, sent to the Laboratory in Junior College Administration copies of their latest reports together with completed inquiry forms and certain other publications to be examined for this and subsequent studies. Among the additional documents forwarded were catalogs, handbooks, budgets, self-studies, and pamphlets. For the purpose of the present investigation, however, only the reports submitted are analyzed. The analyses fall specifically within three categories: (1) content emphases, (2) contents topically considered, and (3) format. An introduction precedes the discussion, and the chapter closes with Concluding Remarks.

### INTRODUCTION

Before presenting a content analysis of 155 American junior college president's reports, it is appropriate to consider the frequency with which such publications are prepared and to whom they are submitted. Of the 155 reports to be analyzed in this chapter, 118 (77%) are prepared annually (see Table IX), and 112 are submitted primarily to a governing board or corporation (see Table X). As indicated in Table IX, documents prepared more frequently than annually (semi-annually, irregularly, monthly, etc.) are few in number. Table X shows that 38 of the 155 publications are submitted to faculty members of colleges, 34 to district superintendents and 27 of the 155 being studied here are sent to community leaders, alumni and friends of the school.[15]

Prior to analyzing the reports, 263 topics mentioned in at least one of the 155 documents were organized under the following twelve divisions: (1) Introduction, (2) Governing Board, (3) Administrative Personnel, (4) Instructional Staff, (5) Noninstructional Employees, (6) Student Activities, (7) Student Characteristics, (8) Student Services, (9) Curriculum and Instruction, (10) Physical Facilities, (11) Business Management, and (12) Miscellaneous.

A count was made not only of individual items to indicate the frequency with which each is found in the documents, but also a tabulation of the total number of times all items in each division are mentioned in the 155 publications.

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[15] See Tables II and III for comparisons with inquiry form findings.

## Content Emphases

Reports of 155 American junior college chief administrators examined for this study contain a wide variety of information (see Table XI). A closer examination of this table reveals, in addition, that such information is primarily concentrated in four areas: "Student Activities," "Student Characteristics," "Student Services," and "Business Management." Over half of the total frequency with which 263 topics are included in the 155 documents is found in these four divisions: 37 percent of the total in "Student Activities," "Characteristics," and "Services" and 15 percent in "Business Management."

Thus, approximately 52 percent (over half) of all material deals with students and the business affairs of the colleges. Other material contained in reports includes information on instructional personnel (about 11%) curriculum and instruction, and physical facilities and equipment (each 7%), and administrative personnel (4%). Approximately 11 percent of the total

### Table IX
### KIND OF REPORT AND FREQUENCY OF PREPARATION BY 155 AMERICAN JUNIOR COLLEGE PRESIDENTS

| Kind of Report | Frequency of Preparation | Percent of Total |
|---|---|---|
| Annual Report | 118 | 77 |
| Semi-annual Report | 14 | 9 |
| Irregular Report | 10 | 6 |
| Monthly Report | 6 | 4 |
| Biennial Report | 5 | 3 |
| Quarterly Report | 1 | 1(–) |
| Three Reports per Year | 1 | 1(–) |
| Four-year Report | 0 | |
| Five-year Report | 0 | |

### Table X
### INDIVIDUALS AND GROUPS FOR WHOM 155 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS ARE PREPARED BY FREQUENCY OF MENTION AND PERCENT OF TOTAL RESPONSES

| Individual or Group | Frequency of Mention | Percent of Total Responses |
|---|---|---|
| Governing Board or Corporation | 112 | 47 |
| Faculty | 38 | 16 |
| Superintendent (district) | 34 | 14 |
| Community (alumni, friends, etc.) | 27 | 11 |
| Superintendent (state department of education) | 9 | 4 |
| Advisory Committee or Council | 7 | 3 |
| Superintendent (county) | 5 | 2 |
| University | 4 | 2 |
| Legislature | 2 | 1(–) |
| Total responses | 238 | |

information provided is made up of miscellaneous items which will be described later in this chapter.

Although more than half of the total information included in the documents is related to students—activities, characteristics and services (two thirds of which is information describing types of students enrolled in junior college) and business management, none of the topics categorized under these four divisions is included in as many as half of the publications.[10]

As shown in Table XII, only three of the 263 items found in president's reports are included in more than 60 (45%) of the 155 documents: "Improvements to Plant, Grounds and Equipment," "Building Programs," and "Full-time–Part-time Total Enrollment." The first two of these, interestingly enough, are categorized under the division, "Physical Facilities," which includes only 7 percent of the total material contained in the publications (cf. Table XI).

Four other topics are mentioned in 50 or more reports: "Library Report," "Total Yearly Enrollment," and "Recommendations of President."

Of the remaining eleven most frequently named items identified in Table XII, four present student characteristics: "Sex," "Freshman-Sophomore-Special Student Enrollments," "Graduates," and "Summer School Enrollments." Three others, "Financial Statement (budget balances)," "Department or Division Budgets," and "Sources of Income" are included under "Business Management."

### TABLE XI

### ITEMS INCLUDED IN VARIOUS DIVISIONS OF 155 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS, BY FREQUENCY AND PERCENTAGE OF MENTION

| Division | Frequency | | Percent | |
|---|---|---|---|---|
| Introduction | 185 | | 6 | |
| Governing Board | 55 | | 1 | |
| Administrative Personnel | 136 | | 4 | |
| Instructional Staff | 386 | | 11 | |
| Noninstructional Employees | 19 | | 1(–) | |
| Subtotals | | 781 | | 23 |
| Student Activities | 183 | | 5 | |
| Student Characteristics | 773 | | 23 | |
| Student Service | 314 | | 9 | |
| Subtotals | | 1270 | | 37 |
| Curriculum and Instruction | 225 | | 7 | |
| Physical Facilities | 246 | | 7 | |
| Business Management | 507 | | 15 | |
| Miscellaneous | 390 | | 11 | |
| Subtotals | | 1368 | | 40 |
| Totals, all divisions | | 3419 | | 100 |

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[10] For contrasting findings, see two recent studies of materials belonging to the Laboratory in Junior College Administration, University of California, Los Angeles, California: Frederick C. Kintzer. *Faculty Handbooks in California Public Junior Colleges* (Junior College Leadership Program, Occasional Report No. 1) Los Angeles: University of California, Los Angeles, 1961; and, *Board Policy Manuals in California Public Junior Colleges* (Junior College Leadership Program, Occasional Report No. 2) Los Angeles: University of California, Los Angeles, 1962.

## CONTENTS TOPICALLY CONSIDERED

In the remainder of this chapter, items found in 155 president's reports will be discussed under the following twelve headings: (1) Introduction, (2) Governing Board, (3) Administrative Personnel, (4) Instructional Staff, (5) Noninstructional Employees, (6) Student Activities, (7) Student Characteristics, (8) Student Services, (9) Curriculum and Instructions, (10) Physical Facilities, (11) Business Management, and (12) Miscellaneous.

1. *Introduction.* Although only 6 percent of the total material included in reports is introductory in nature (see Table XI), about one fourth of the documents actually contain some type of prefactory information—purpose of report, acknowledgments, objectives of the college, highlights of the year, and the like.

TABLE XII

ITEMS MOST FREQUENTLY INCLUDED IN 155 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS

| Item | Division | Frequency of Occurrence | Percent |
|---|---|---|---|
| Improvement to Plant, Grounds and Equipment | Physical Facilities .... | 69 | 45 |
| Building Programs (proposals, current projects, recently completed projects) | Physical Facilities .... | 67 | 43 |
| Full-time, Part-time Total Enrollment | Student Characteristics | 65 | 42 |
| Faculty Identified by Name | Instructional Staff .... | 59 | 38 |
| Library Report (census, acquisitions, gifts, use, etc.) | Physical Facilities .... | 58 | 37 |
| Total Yearly Enrollment (different persons) | Student Characteristics | 55 | 35 |
| Recommendations of President | Administrative Personnel ......... | 54 | 35 |
| Community Relations (role of college, public information programs, relations with industry, etc.) | Miscellaneous ........ | 49 | 32 |
| Faculty Changes (appointments, terminations, transfers, retirements, etc.) | Instructional Staff .... | 49 | 32 |
| Financial Statement (budget balances) | Business Management. | 45 | 29 |
| Sex | Student Characteristics | 43 | 28 |
| Summary and Conclusions (look at the future, etc.) | Miscellaneous ........ | 41 | 26 |
| Board Members Identified | Governing Board ..... | 40 | 26 |
| Department or Division Budgets | Business Management. | 40 | 26 |
| Freshman-Sophomore-Special Student Enrollments | Student Characteristics | 39 | 25 |
| Graduates | Student Characteristics | 39 | 25 |
| Sources of Income | Business Management. | 39 | 25 |
| Summer School Enrollment | Student Characteristics | 39 | 25 |

Thirty-seven of the 155 reports, according to Table XIII (Appendix B), contain first a brief (seldom more than 100 words) statement of purpose. City College of San Francisco, California, in its threefold purpose, acknowledges the importance of the annual report as an information document:

> The purpose of this report is threefold: (1) to present information regarding the operation of the College during the academic year 1960–1961; (2) to provide information concerning the present semester; and (3) to submit for the consideration of the Superintendent and Board of Education recommendations deemed to be essential to the further development and improvement of the program at City College.

The Northeast Mississippi Junior College *Annual Report* adds a financial accounting function to the primary purpose of providing information:

> In essence, the report is an evaluation of what the college is doing, who is doing it, how it is being done, and what it costs.

Northwestern Michigan College proposes, in addition to supplying information, to review accomplishments:

> An annual report normally places its emphasis upon the affairs of the year just completed. While pertinent information regarding the 1960–61 year will in no way be slighted, it seems appropriate that, since this year marks the end of a convenient milestone, this report should include a broad look at what has been accomplished and perhaps what can be expected in the future.

Twenty-six presidents begin with acknowledging those directly responsible for the publication and frequently the board of directors. A like number include purposes of the college.

One of the more detailed statements of college objectives is found in the Urbana Junior College (Ohio) document. After stating that the college should "help students achieve what we will call self-awareness," there follows a list of 20 characteristics which successful students tend to exhibit. These are made more explicit by a series of six basic aims and purposes.

In addition to a historical sketch, Milwaukee Institute of Technology, Wisconsin, presents in its annual report a statement of philosophy. This 750-word section includes these concepts: (1) The primary mission of all schools is to provide vocational and technical training which will lead toward employment or to provide retraining which may lead to advancement or to a vocational competence in a new and different skill. (2) The administration of the school believes very strongly that rather than just to teach things or facts we must teach people. (3) We must take the students where they are, and then must help them to develop their personalities, their general information, and their skills and abilities so that they may become something else. (4) We must be able to take individuals of widely varying abilities, training, and capacities, and help them to achieve certain rather specific vocational and technical objectives.

It might be commented in passing that Milwaukee Institute, a technical junior college with specialized objectives, may be considered to have presumed somewhat in its statement that the primary mission of "all schools" is to provide vocational and technical training. While this statement reflects the Institute's own philosophy, it does not—nor should it—reflect the philosophy of all junior colleges. It is well recognized that "all schools" do not consider themselves to be primarily vocational training institutions, although this aspect of the educational program is well covered by many two-year colleges. This fact would seem clearly to imply that statements of philosophy should be restricted to the philosophy of the individual school.

Moreover, a philosophy of education which would "take the students where they are" and then "help them to develop their personalities, their general information, and their skills and abilities so that they may become something else" may leave the reader somewhat puzzled. If a college takes the trouble and the interest to do all these things for its students, the aim would seem to be to assist them in achieving their own highest potential—a concept significantly larger than simply providing technical-vocational preparation. Care must therefore be taken in drawing a statement of philosophy that clearly specifies this intention.

The College of Guam publication—in a section, "Philosophy of the College"—states: "The Territory of Guam expects its college to provide its citizens with the education for leadership necessary for free men in a democratic society."

However, only 17 percent of the documents examined contain institutional objectives. All publications of the college should include statements of philosophy.

Referring to a need for diversity and flexibility in the educational program, the Highland Park Junior College (Michigan) document includes the following statement:

> The diversity in our student body imposes the responsibility of providing an equally diverse education program. Candidates for admission to Highland Park Junior Colleges differ in preparation, in intellectual ability and in aspirations. Some want to go on to college, some do not. To serve them all within the limitations of our facilities and resources we have created a number of different "tracks" leading to different degrees of educational significance. In establishing the different tracks the college has a purpose or purposes in mind.

Brief historical statements are presented in introductory portions of thirteen junior college reports. An outline of historical growth presented by Santa Rosa Junior College, California, contains a phrase or sentence describing each significant event and, for each appropriate item, a corresponding cost figure. The William Woods College (Missouri) publication initially presents "The chronology of the history of this first year of a new administration," while North Florida Junior College includes a discussion on historical development.

Two devote opening sections to the place of the junior college in higher education. In one of these—El Camino, California—the president, perhaps not surprisingly, discusses the recently legislated *Master Plan for Higher Education in California* which recognizes the public junior college as an integral part of the tripartite system of higher education in the state. Of this plan, it may be remarked in passing, James B. Conant, in his most recent book, *Slums and Suburbs,* has said: "I am frank to confess that the pattern of higher education in California seems to me a highly promising one for the United States in the second half of the 20th Century.... Clearly, the California system provides relatively free higher education on an extremely flexible and broad basis... [where] the amount and kind of instruction beyond the high school which a youth receives are fitted to his capacities and desires."

Two other reports discuss problems of junior college administration. This section in the City College of San Francisco (California) report includes a statement on the uniqueness of the junior college:

> The two-year college is the unique segment of higher education that provides for the diversity among our student population. Its uniqueness consists in its multiplicity of purposes, such as (1) its function in extending at least two years or more of post-high-school education to additional numbers of students; (2) its recognition of the educational needs of students who will not go on for baccalaureate degrees; (3) its services in identifying students capable of doing advanced work in college and universities; (4) its providing the opportunity for students to fill educational gaps and to acquire basic learning tools for college work; and (5) its special function as a teaching institution.

There follow ten points of educational philosophy based on the above-stated functions.

Opening the Concordia College (Wisconsin) annual report is a quotation from the *Synodical Handbook* which states that regular and special reports are required by the Board of Control. Each section of the Concordia document is similarly preceded by a handbook policy statement.

The great majority of reports are, as will be indicated in closing portions of this chapter, prepared by heads of colleges. Some, however, are officially transmitted to higher authority by boards of trustees, or, as in New York where agricultural and technical institutes (along with community colleges) are campuses of the State University of New York, by the Institute Council.

Highlights of the year are outlined in the opening sections of 23 reports. *The President's Annual Progress Report* from Monticello College, Illinois, presents on the inside front cover seven highlights. The first of these announces the "first honors course of any junior college in the United States and other innovations in curriculum." An "Important Events" section similar to the one which begins the Monticello College publication is recommended to presidents planning to issue annual reports (cf. Chapter IV).

2. *Governing Board.* Information on governing boards of junior colleges represents a very small percentage (1½%) of material included in 155 president's reports examined in this study. Although 40 contain names of board members, only a few publications offer other information pertaining to board responsibilities, committees, and the like (see Table XIV, Appendix B).

Six, however, include minutes of board meetings. Reports by the president and administrative officers—including the registrar, dean of women, librarian, director of music, etc.—are presented at an annual meeting of the Marion College, Virginia, Board of Trustees, while the president of Alabama Christian College submits a semi-annual report which also becomes a part of the minutes of a Board of Directors meeting.

Committees of governing boards are listed by four institutions, including Greenbriar College, West Virginia, and LeTourneau College, Texas. The Board of Directors of the latter college maintains five committees in addition to the Executive Committee—Finance, Development, Building, Curriculum, and School Life.

A Board-Faculty Liaison Committee, consisting of two members each of the board and faculty, is organized at Sheridan College, Wyoming, to discuss conditions of faculty service.

Much of the material about governing boards of junior colleges found in annual reports is relatively meaningless. While lists of names of board members, committee assignments, and minutes of meetings in an official college publication may be justified, a description of duties and responsibilities of the board of trustees—individually and collectively—is much more important.

The role of a junior college governing board is, in the minds of many citizens, vague and confused. The board's duties and responsibilities and its relationships to the college administration are, in fact, often misunderstood. In this section to his annual report, the junior college president should not neglect to clarify the role of the board of trustees.

3. *Administrative Personnel.* Information on administrative personnel represents only 4 percent of the total material found in the reports. The item, "Recommendations of the President," found in 54 documents, is, however, one of the most frequently included of all topics identified by this study (see Table XV, Appendix B). Such recommendations, ordinarily a part of a concluding section, are either submitted, per se, or presented by the chief administrator in a statement of needs. In a series of seven specific recommendations, the president of Alabama Christian College asks, for example, for adoption of the budget and confirmation of board and staff appointments. Recommendations of the president of San Jose City College, California, are briefly summarized and listed in terms of priority and need. A set of "proposals" by the dean concludes the Lower Columbia Junior College (Washington) report.

Statements of anticipated needs replace recommendations in other documents. "Our Greatest Present Need" is, for example, used as a caption to introduce administrative requests at Young Harris College, Georgia. Thirteen "needs" are listed in The Southern Union College (Alabama) report in a discussion of the future. Seven "capital needs" are presented by Anderson College, South Carolina.

Information related to activities of the junior college president is present in 18 publications. These include references to local, state and national offices held by the chief administrator, his travel commitments and other areas of community service. Of the 18 documents which list or describe activities of the president, 13 are from privately controlled junior colleges. It should be observed in this connection that the responsibilities of the private junior college president in public relations differ from those of his counterpart in the public junior college. Each spends a major portion of his time attempting to clarify the role of his college in the community and to show how his institution is discharging its responsibilities. While both are, of course, vitally concerned with financing, the chief administrator of a private institution is to a much greater degree directly involved in individual fund raising. For this reason alone, he is likely to spend more time off campus, perhaps out of state, with alumni groups and friends of the college, widening his professional reputation and hence the college's prestige. Instances of this kind of activities are recorded in the following:

The *Third Annual Report* of Prince George's Community College, Maryland, contains a two-page summary of important meetings attended and recent speeches made as well as articles published by the president. Off-campus, college-related activities of the chief administrator are given by

Gulf Park College, Mississippi, and positions held, by Bluefield College, Virginia. A chronology is presented of some of the activities participated in by the president of LeTourneau College, Texas.

Responsibilities of individual administrators are included in ten documents. These are in the context of reports of various college officials: dean of men, registrar, director of athletics, etc. Brevard College, North Carolina, and Sacramento City College, California, are examples.

Emmetsburg Community College and Estherville Junior College in Iowa identify duties of the dean on a check-sheet-type report which is submitted annually to the State Department of Education.

Seven junior colleges describe administrative organizations. In addition to an organization chart, the Fullerton Junior College (California) publication reviews, for instance, the pattern of administration and identified needs.

Unfortunately, reports do not generally describe administrative organizations and particularly do not define the responsibilities of subadministrators. Like those of the governing board, duties of administrators other than the president should be more widely discussed.

4. *Instructional Staff.* Of the 31 topics included in this division (see Table XVI, Appendix B), in addition to the naming of faculty, "Faculty Changes" is most frequently mentioned. Forty-nine of the 155 documents contain material on instructor appointments, terminations, transfers, retirements, etc. Rather than policy statements, these sections usually indicate to the board who has recently been appointed, transferred, or retired.

Lists of full- or part-time faculty members are found in 36 publications. Under the heading, "History of the Faculty," Santa Rosa Junior College, California, identifies college or university attended, credentials held, and year's experience of all instructors. Names of part-time, on-leave, and retired faculty are also given.

Although only 14 reports include salary schedules of instructional personnel, 31 or 20 percent offer salary information which may include average salary, mean or range.

Names of faculty committees—their purposes and, frequently, rosters—are found in 16 reports. Work of committees is actually featured in three—Sacramento City College, California; Prince George's Community College, Maryland; and Port Huron Junior College, Michigan.

Teaching load is also mentioned 16 times. Load averages, maximum credit hours allowed and load assignments of committee chairmen are discussed in the Urbana Junior College (Ohio) report, for example.

Lincoln College, Illinois; Joplin Junior College, Missouri; and Louisburg College, North Carolina, all present charts which show in varying detail the number of classes assigned each instructor. Lincoln presents academic hours, student load and adviser load for each teacher, while Louisburg includes semester and clock hours, sections, courses and the number of students in lectures and laboratories. The Joplin report contains a chart for all three semesters (including summer) which identifies number of sections, hours per week, number of students, and student hours per week.

Professional growth, including publications, consulting services and professional and community activities—offices held, committees, etc.—are both included in 14 publications; and fellowships and scholarships won by instructors are, for example, found in the annual statement of the president of Manatee Junior College, Florida. A list of professional conferences recently attended by members of the staff are given by Rockland Community College, New York, and Concordia College, Minnesota.

Faculty advisors and/or student personnel workers are named in 11 publications. Port Huron Junior College, Michigan, provides a list of student organizations and a corresponding column of faculty advisers.

Biographical data on instructors recommended for appointment are included by Queensborough Community College, New York, while a plan of teacher orientation is outlined by Antelope Valley College, California.

Policies regarding faculty rank are found in 11 reports. These include: The College of Guam; Abraham Baldwin College, Georgia; South Georgia College; Georgia Southwestern College; Carlsbad Community College, New Mexico; Canton Agricultural and Technical Institute, Erie County Technical Institute, Cobleskill Agricultural and Technical Institute, Farmingdale Agricultural and Technical Institute and Queensborough Community College—all in New York; and Concordia College, Wisconsin.

To those who believe in the individuality of the junior college, the practice of granting faculty rank is a questionable procedure. The problem lies not necessarily in professional rank itself, but in the accompanying tendency to exalt basic research above teaching. While institutional research conducted at the junior college level is obviously vitally important and should be encouraged, the two-year college is and should remain primarily a teaching institution.

5. *Noninstructional Employees.* Information concerning noninstructional employees is indeed scanty. As shown in Table XVII (Appendix B), such material is mentioned only 19 times in all 155 documents. Eight of the publications carry names of the noninstructional staff and six list the number employed. Other topics such as prefect's report, readers' responsibilities, and salary information and schedule are mentioned only once.

Taft College, California, devotes two pages to "Classified Staff," presenting first a chart showing by departments numbers of men and women assigned to various positions; average ages of both men and women; lowest, highest, and average salaries; and names and duties of all classified (noninstructional) personnel. The value of detailing such trivia is extremely doubtful.

Explanation for this finding possibly lies in the fact that junior college presidents in general believe the board and the public are primarily interested in the college's educational contributions to the community. It should be pointed out, however, that such contributions are frequently expedited by noninstructional employees who serve as communication media between the president, faculty, and students. Moreover, the fact must not be overlooked that the more imaginative noninstructional employees, refusing to be shackled by the limitations of rigid job specifications, can—and often does—do much to promote healthy public relations. Those fortunate presidents who have had such employees clearly owe them more than a stiff recounting of vital statistics.

6. *Student Activities.* As shown in Table XI, more than one third of the total material (measured in terms of frequency of topic occurrence) in-

cluded in American junior college president's reports concerns students—student activities, about 5 percent, student characteristics, approximately 23 percent, and student services, 9 percent.

Topics most frequently found under "Student Activities" are: "Clubs and Extraclass Activities," "Social Events," "Athletic Program," "Intramural Activities," and "Student Government" (see Table XVIII, Appendix B). Although none of the 155 reports contains all five of these items, seven documents have material on three or more of them: American River Junior College, Monterey Peninsula College, and Santa Ana College, California; Fort Dodge Community College, Iowa; Hutchinson Junior College, Kansas; Port Huron Junior College, Michigan; and Union Junior College, New Jersey.

The student activity program is an eleven-page section of the American River report. One of its distinctive features is a composite of the 1960–1961 athletic program. Squad turnout, letter winners, games won and lost, miles of team travel in all competitive sports, are but a few of the headings under which information is tabulated. Under "Student Government" is included a list of typical actions of the Student Council, and, in a concluding section, a student organization called "Board of Justice" is described.

In addition to a survey of win-lose records in intercollegiate athletics, the Monterey Peninsula report describes an intramural sports program in which about 300 students participate. Student publications are named and described and activities of special organizations such as the Model United Nations Delegation and Alpha Gamma Sigma, junior college honorary society, are outlined.

At Santa Ana College, activities of campus organizations are co-ordinated through the Inter-Club Council. Advisers of both organizations and activities are named in this annual report, and assemblies and rallies—representing a wide variety of events—are listed for the year. Awards provided by business and professional organizations are also announced.

Although the Fort Dodge annual report is in preparation, the long list of titles under "Athletics" and "Activities"—variety of sports, intramurals, relations with secondary schools, sportsmanship, physical education in the community college, convocations and special assemblies, and international relations club—suggests that a comprehensive publication is being developed.

Among other activities, a unique program of student travel is described by Hutchinson Junior College:

> The Hutchinson Community Ambassador Program was originated three years ago by sponsorship jointly of the college International Relations Club and the United Nations Committee of the Lions Club. All clubs of Hutchinson contribute to send a high school graduate or junior college freshman to the country of his choice under the auspices of the Experiment in International Living. The student's expenses are paid in return for which he must provide a program for any club requesting it.

Similar to Santa Ana, Port Huron Junior College includes in its annual report an alphabetical listing of organizations or clubs and faculty advisers as well as a social activities calendar for the entire student body. One of the few statements of philosophy of physical education and athletics is found in the Port Huron document:

> Our philosophy has been to provide a program which might meet the needs and interests of the greatest number of our students. In sports, our policy has been to

invite all to participate. No one is ever dropped from a squad because of the lack of physical prowess. Academic standards are set by the conference eligibility committee as a guide for all members of our conference. If it is a question as to whether a student should maintain his work at par or participate in an event, we strongly recommend the foregoing.

At Union Junior College, the Interfraternal Council meets "every other week during the school year to try to co-ordinate the activities of the various fraternities and sororities." A new point system for giving awards is based on a threefold approach to service—"service to the fraternities and sororities, service to the College, and service to the Community."

In summary, information concerning student activities is largely enumerative—lists of clubs and extraclass activities, social events, intramural activities, and athletic schedules. Although a few reports contain policy statements governing athletics, assemblies, social events, and the like, none of the 155 publications examined includes a general statement of principles within which student activities operate. The president's report, while not the policy manual of the college, should, particularly in this area of growing controversy, state the basis—the rationale—which undergirds the entire student activities program.

7. *Student Characteristics.* Material on student characteristics, as noted earlier, comprises about 23 percent of the total information contained in reports analyzed for this study. An examination of Table XIX (Appendix B) reveals a wide variety of such information about students. Fifty-two different categorizations are, in fact, offered in publications. At least one of these—whether an average daily attendance count; full-time, part-time total enrollment figure; major field distribution; or the number of withdrawals—is found in 91 percent (141 of 155) of the publications.

By far the most frequently mentioned of the 52 topics in this division is "Full-time, Part-time Total Enrollment," which is, as reported under *Content Emphases,* included in 65 publications. "Total Yearly Enrollment (different persons)" is found 55 times, and categorization of students by sex, in 43 cases. Three additional topics—"Freshmen-Sophomores-Special Students," "Graduates," and "Summer School Enrollments"—occur in 39 (25%) of the documents, and three more—"Student Identification by Curriculum," "Growth Patterns," and "Monthly Semester or Quarter Attendance"—appear in 37.

Eight reports contain 16 or more of the 52 items included under the heading, "Student Characteristics." Publications from Orange Coast College (California) and Port Huron Junior College (Michigan) have 24 of the topics which categorize students; Santa Rosa Junior College (California) has 21; Cantonsville Community College (Maryland) and San Jose City College (California), 19 each; Prince George's Community College (Maryland), and Fullerton Junior College (California), 17 each; and Union Junior College (New Jersey), 16.

Although the vast majority of the documents supply tabular data on student populations, few analyze implications or fully discuss the meaning of such data. Figures presented in tables without interpretation are likely to be lost, or worse, misunderstood. An explanation should always accompany statistical data.

In the Fullerton Junior College report explanatory material accompanies each breakdown, and thus provides the board further interpretive information. Fullerton also presents in one chart a sixteen-year comparison of day student enrollments, withdrawals, residence, loads and average daily attendance; and in another compilation, a fifteen-year comparison of students' major fields of study. Material which is ordinarily given in several separate tabulations is, in the Fullerton publication, combined in two charts.

Various methods are used to present student data. Orange Coast uses vertical bar graphs to show day and extended day cumulative enrollment, regular sessions, and total district average daily attendance. Santa Rosa Junior College has a horizontal bar graph for local county graduates attending school and a shaded portion on the same graph for junior college attendance. Santa Rosa also makes use of line graphs to illustrate college attendance from various county high schools—comparative enrollment by sex, comparative enrollment by classes (freshmen, sophomores, part-time, and adults).

A map of the United States marked with symbols and numbers is an aid to the William Woods College (Missouri) report in dramatizing a "Distribution of Students 1960–61 and Location of Alum Clubs."

In presenting Student Characteristics, Everett Junior College, Washington, makes extensive use of charts and graphs. The following information is found in five consecutive vertical bar graphs: (1) "Total Enrollment—Yearly—Different Persons," (2) "Total Enrollment—Part-time—Yearly—Different Persons," (3) "Regular Full-time Students—Full Enrollments," and (4) "Average Daily Attendance."

Publications from Port Huron Junior College and San Jose City College include a number of charts (and in the latter, explanations of figures) showing reasons for student withdrawals. Port Huron also offers an extensive analysis of summer school enrollments. One of the unique tabulations included is one entitled: "Summer School Guests from Colleges and Universities." This explanation accompanies the list:

> These students were granted permission from their respective institutions to take courses at Port Huron Junior College for transfer credit. In many instances these students were juniors and seniors at their colleges and universities.

By a series of eleven tables, the Los Angeles Trade-Technical College (California) annual report describes its student body. Unique to that institution is a detailed tabulation of enrollment by trades. Over 60 different trades—from architectural drafting to welding—are represented.

Joplin Junior College (Missouri)—one of the 39 colleges to include information on graduates—provides, in addition to names, class rank, grade average, and honors of its graduated.

Follow-up studies of graduates are reported by eleven colleges. One of these—from Manatee Junior College (Florida)—is concluded with an indication of the value of such studies:

> These follow-up studies are very time consuming, but they are essential if MJC is to discover deficiencies in its curriculum. As a result of this study, several of the MJC Mathematics and Science teachers met with professors at the University of Florida and received guidance on what we might do to strengthen the preparation of our graduates, especially in pre-engineering areas.

Orange Coast College and San Jose City College (California) and William Woods College (Missouri) all present follow-up studies of nongraduates.

Under the caption, "Continuation School," the report from Milwaukee Institute of Technology, Wisconsin, discusses opportunities open to students who have not completed high school.

Over 90 percent of the president's reports examined provide information on student characteristics. This is as it should be. In all too many cases, however, such information remains in statistical form without explanation. Unfortunately, the reader is frequently left to develop his own interpretations of the data.

8. *Student Services.* Although a variety of student services are referred to in president's written reports (see Table XX, Appendix B), only seven items included in this area are mentioned in 20 or more of the 155 reports: "Guidance Program" in 31 publications, "Probation—Disqualification Regulations" in 26, "Graduation Requirements" in 25, "Employment Services" and "Housing Report" both in 24, "Testing Program" in 23, and "Health Service Report" in 22 documents.

A report on activities of the Counseling Center is prepared annually at Orange County Community College, New York. The 1960–61 document consists of two sections. Part I is a discussion of staff, personnel, and a description of preliminary research on the interest patterns appropriate for nursing students. Part II presents "objectives, principles and methods of the Counseling Center in relation to the total task of the College and in relation to some of the problems faced." Four tables complete the report: (1) "Clients and Hours Per Counselor," (2) "Psychological Tests Administered," (3) "Types of Counseling," and (4) a three-year comparison of counseling hours.

An extensive guidance and testing program for surrounding high schools is maintained by North Idaho Junior College. Senior boys who score high on engineering and physical science aptitude tests are invited, with their parents, to meet with University of Idaho and North Idaho Junior College engineering departments to discuss engineering and technical education.

The counseling program of American River Junior College, California, described in the *Annual Report of the Superintendent,* refers to a statement of philosophy adopted by the entire faculty:

> A central concept in the philosophy of the American River Junior College is that the individual possesses worth. The function of guidance at American River Junior College is to implement this concept by assisting each student to grow toward educational, social, and emotional maturity.

Following this description is a discussion of the health services program at American River. Type and frequency of health service rendered are shown by a horizontal bar graph.

Guidance and counseling at Wharton County Junior College, Texas, consists of three phases:

> The first is the use of tests for all entering freshmen to determine their ability to do college work. The second phase is the personal interview and guidance session given to all students, and the third is the required freshman orientation course.

Related to this program at Wharton are attendance and scholastic achievement regulations.

In addition to campus guidance and counseling offices, Christian College, Missouri, maintains field counselors on full- and part-time bases throughout the United States. *The Report of the President, 1960–61* indicates that Christian College faculty teams served during the spring of the year, along with counselors from other colleges, in two College Admission Centers—Chicago and New York City:

> The purpose of the College Admission Centers is to help students who have not been accepted at the college of their choice to find a college that will accept them. A student must be rejected by two colleges before she can make application to the Admission Centers.

One of the most comprehensive of the 24 reports on employment services is submitted annually by the placement department of the Fashion Institute of Technology, New York City. Incorporated in the annual report of the president, this document presents an occupational analysis of graduate placements. Total placements are given for apparel design, textile design, interior design, fashion illustration, merchandising (including fashion communications), and management. The majority, so states the report, are placed in the New York City area, but students are also employed in California, Florida, Illinois, Puerto Rico, and Montreal, Canada.

A review of student placement is valuable information to include in a president's annual report. Senior college grades of junior college transfer students are, of course, vital to the reputation of academic curricula; but employment of vocational-technical course graduates proves the worth of the programs for this group of students. Supporters of the college are entitled to be informed of the success of all types of students.[17]

Presented by Monterey Peninsula College, California, is Housing Policies" (found in 24 reports). These policies include sections on financial arrangements, physical facilities, and supervision and student conduct. "Housing Regulations" which are posted in each room occupied by college women are attached to "Housing Policies." A sample housing agreement and an overnight permit form follow this section.

A unique innovation in student housing is reported by Stephens College, Missouri. Under the title, "The College House Plan," a procedure is described—a plan "which grew out of faculty concern for developing improved integration in a program of general education, more effective use of teachers, greater emphasis on independent study by a student, and more creative use of learning aids and College plant facilities."

> Under the plan, 100 first-year students this fall will live together for the college year in one dormitory, taking a common set of five courses (humanities, contemporary

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[17] Regarding success of academic students transferring to senior colleges and universities, Medsker reports on the records of 2,549 junior college transfers in 16 institutions included in 9 states. Comparing grades of these students with 8,391 juniors native to certain four-year schools, he concludes that while the transfer students tended to do slightly less well the first semester after transfer, they closely rivaled and in some cases actually excelled the native students at the finish of the senior year. However, he also found that in most senior institutions, the junior and senior year retention rates and percentage of those transfers graduating in two years were both significantly lower than for native students. (Cf. L. L. Medsker. *The Junior College: Progress and Prospect*, New York: McGraw-Hill Book Company, Inc., 1960, p. 131.)

social issues, beginning psychology, communication and ideas, and living today) under the tutelage of a residence counselor and four instructors whose responsibilities will focus exclusively on the group.

The instructors will have offices in the dormitory, and many classes and discussion groups will be held in lounges and common rooms which ordinarily constitute waste space in a college during normal class hours. Use will also be made of closed-circuit television for lectures and films for the total group, with receiving sets conveniently located for small groups throughout the dormitory. Instructors will plan their courses co-operatively to achieve maximum integration of general education objectives.

The plan has been readily accepted by entering students and their parents alike. In turn, there is wide interest in educational circles in the project, for there is within it a possible answer to some problems confronting institutions facing the swelling tide of students.

This experimentation in housing is encouraged by the Fund for the Advancement of Education through the "largest single grant ever received by the College."

Testing programs are, as indicated earlier, included in 23 publications. Among these are programs maintained by Cantonsville Community College, Maryland; and Canton Agricultural and Technical Institute and Orange County Community College, both in New York.

"The College Testing Program" of Cantonsville Community College is reviewed in *Annual Progress Report on Student Personnel Services*—a portion of the total report of that institution. Featured in the discussion are: (1) adoption of the American College Testing Program (ACT) as an admission requirement, (2) change in the Freshman Achievement Testing Program (STEP), (3) sophomore testing program—including STEP, form I-A, (4) research done on predictive value of the total SCAT Score, (5) conclusions on the interpretation of SCAT scores, and (6) study of criteria to be used in placement in language courses. Special sections in the Cantonsville document are also given to probation—disqualification regulations (found in 25 other reports) and to student orientation (mentioned in 9). Discussion is, in each case, centered around research done, evaluations made, and changes instituted.

Although testing programs are included in 23 reports, only 14 publish test scores. Canton Agricultural and Technical Institute, New York, is one of these. Scores of 1960 freshman are, on one table, compared with national norms, and in another, Co-operative English Test scores are tabulated. Orange County Community College, New York, offers a list of psychological tests used—vocational interest, aptitude, personality, and academic.

Among the various topics in the area of student services is a philosophy of discipline included in the LeTourneau College (Texas) publication. Contained in this statement is the following observation:

> Although every disciplinary problem must be judged on its own merits, willful defiance of the school standards can never be treated lightly. The main reason for discipline is to educate the person involved. If this person has not learned from this experience, then the disciplinary action has been, in effect, wasted.

In recent years, student services in junior colleges—particularly guidance and testing programs, employment and food services—have increased enormously. Colleges are at present (and will be for some time) hard pressed to obtain both facilities and equipment, as well as personnel, especially trained guidance people, to operate these rapidly expanding programs. The wide variety of "Student Services" (see Table XX) appearing in president's reports is indicative of the dynamic character of this area of the junior college.

9. *Curriculum and Instruction.* According to Table XI, material on curriculum and instruction comprises about 7 percent of the total. Topics which concern courses offered, curriculum changes, etc. are, as may be expected most frequently mentioned. More specifically, the item, "Courses Recently Added," is included in 31 documents; "Courses and Curriculums Offered," in 28 publications; "Technical-Vocational Programs," in 22; and "Adult Education Program," in 21.

Three of the 35 colleges which list courses or discuss curriculum developments—along with 7 others—describe experiments in education (machine teaching, team teaching, class size, television, etc.).

Among such activities at American River Junior College, California, is a "very successful pilot study to determine the value and feasibility of using multiple earphone dictating machines in shorthand classes."

> The electronic classroom enabled all students to progress at the fastest rate within their ability level and most students were able to gain shorthand proficiency in a shorter length of time.

Team teaching experimentation is reported by City College of San Francisco, California: Two large sections of the course, "Introduction to Business," with approximately 250 students each, are taught in place of 10 sections of about 45 students each. Three instructors are assigned to both large sections, "each lecturing in his area of best preparation." These replace 10 formerly assigned to the 10 smaller sections of the course. Preliminary results are listed:

> In addition to effecting a real economy in teaching time and classroom space, the instructors involved feel, on the basis of their evaluation, that the degree of learning has improved. Efforts will be made to further validate this observation.

The Forum at Orange Coast College, California, which seats 300 and is equipped with the latest audio-visual machinery, is a center of innovations in teaching:

> It is in the Forum where the saving of instructor time for professional duties has reached its maximum. In these large classes the instructors have been provided with well-trained instructional assistants who are able to relieve them of many routine phases of the instructional program. Additionally, the need for more adequate preparation time in such situations was recognized by assigning a reduced teaching load to these instructors.

Orange Coast is also experimenting with the use of an Autotutor Mark II teaching machine in algebra, and arithmetic for computers, and with the use of the Cathode Ray Oscilloscope in electronics.

Experimentation in the size of classes as well as with course of study revisions and special texts is also conducted at The Fashion Institute of Technology, New York City. Such experimentation—described in a ten-page section of the president's annual report—includes lecture and demonstration innovations in apparel design, an experimental class in English, large group lecturing in fashion art and design, and programming of "common hours" in fashion buying and merchandising. An evaluation of the new technique is, in addition, offered after each description.

Other experimentation at Fashion Institute includes an accelerated course and independent study periods in English and the development of "special texts" in fashion buying and merchandising.

Brevard College, North Carolina, averages about one experimental undertaking each year. A reading improvement program held on the campus during summer term (1961) was, at the time of the 1961 report, being evaluated. The previous year, the faculty had engaged in a study of machine teaching, but discovered no advantage in continuing the experiment.

The administration and faculty of Jamestown Community College, New York, feel that experimentation and research are essential to curricular development:

> Evaluation of each curriculum should continue, expansion of the use of teaching machines and other aids to instruction need to be explored. Large lecture groups are proposed and closed-circuit television is a possibility for the future.

Three other reports indicate interest in and use of educational television: Vincennes University, Indiana;[18] Sinclair College, Ohio; and Milwaukee Institute of Technology, Wisconsin. Christian College, Missouri, is also experimenting with teaching machines and programs for them.

*New Frontiers in Education*—a section heading in the Asheville-Biltmore College, North Carolina, annual report— expresses the need, in building the "School of Tomorrow," for comprehensive and diverse programs. In addition,

> ...to take full advantage of the new teaching techniques and to create the best possible climate of learning, the school of tomorrow must be designed with fluidity and flexibility emphasized. Large lecture room equipped with the latest electronic teaching aids; seminar rooms; small cubicles for individual study with books, teaching machines, tape recorders; large libraries equipped with individual study booths as well as the usual reading room; laboratories—these are some of the features of the college plant of the future. As we plan facilities to aid in extending the frontiers of knowledge, we must do so with vision and wisdom without fear of breaking with tradition.

Statements regarding the need for quality of educational program (listed in Table XXI, Appendix B, as "Academic Standards") are found in 17 publications. The following titles of sections or chapters in reports are suggestive of an emphasis upon quality of instruction: "Readjustment for Excellence"—Lubbock Christian College, Texas; and "Responsibilities of Leadership"—Asheville-Biltmore College, North Carolina.

The entire September, 1960 issue of the *Stephens College Bulletin* (a monthly report of the President) is devoted to the theme: "The Ordinary Is Not Good Enough." The program of telephone interviews illustrates the Stephens "pursuit of excellence":

> For bringing important figures from many fields into our classrooms, we have continued the dramatic use of amplified telephone interviews, a medium of communication still unique among American colleges and universities. This year a grant from the U. S. Office of Education made it possible to set up programs in four courses in

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[18] Although the official name of this institution is "Vincennes University," it is, as indicated in the October, 1960 *Report of the President*, a two-year community junior college—a member of the American Association of Junior Colleges.

which students on campus talked directly with distinguished leaders in their offices, using amplified telephone equipment developed for our discussion purposes.

Other examples of unique contributions in the curriculum and instruction area might be cited: foreign study programs of Monticello College, Illinois, and William Woods College, Missouri; programs for the underachiever and in work experience at Kendall College, Illinois; program for the academically talented student at Santa Rosa Junior College, California; integration of adult education and the rest of the college—a year's study at Highland Park Junior College, Michigan; and a laboratory demonstration school at Racine-Kenosha County and Waushara County Teacher Colleges, Wisconsin.

These and other references to programs and projects are evidences of diversity and flexibility in junior college education—nation-wide.

It would be incorrect, however, to give the impression that these publications place major emphasis on curriculum and instruction. As earlier stated, material in this area comprises approximately 7 percent of the total information provided in the 155 documents analyzed. While a representative number (about 20%) list courses and curriculums offered (including adult programs and vocational-technical courses) or classes recently added, few (less than 10%) actually describe or discuss curriculum developments. President's annual reports should give maximum—not minimum—attention to the instructional program.

10. *Physical Facilities.* Although information in president's reports on physical facilities amounts to only 7 percent of the total (see Table XI), 65 percent (101 of 155) of the documents have at least one of the eight topics included in this division. In addition, three topics which occur most frequently in the 155 reports examined are found under "Physical Facilities" (see Table XXII). As indicated under *Content Emphases,* "Improvements to Plant, Grounds and Equipment" is found in 69 publications, "Building Programs (proposals, current projects, recently completed projects, etc.)," in 67, and "Library Report," in 58. In other words, approximately 45 percent of the documents cite significant improvements to physical plant and grounds, report upon new equipment, and building programs—from planning to completion, with almost 40 percent submitting information on the college library.

While most publications which include plant and equipment sections describe specific projects, a few give major space to discussions of plant and equipment needs. Concordia College, Minnesota, for instance, devoted almost half of its 28 page report to "Condition and Status of Plant and Campus," concluding with 13 recommendations for new land, renovations of plant and facilities, and new construction. The Canton Agricultural and Technical Institute (New York) report concentrates on the need for adequate student housing. To dramatize this need, photographs of facilities requiring most immediate attention are, along with descriptions, included in the body of the publication.

Among those which devote major space to current campus construction are three California colleges—San Mateo Junior College, Santa Ana College, and Orange Coast College. Of these three, San Mateo presents in two sections—"Planning and Progress" and "The Job Ahead"—a chronology of events preceding actual construction on a first new campus, and announces target dates for completion of additional district campuses. Both Santa Ana and Orange Coast include, in addition to a list of buildings and grounds improvements, a tabulation of buildings completed to date. In both cases, this compilation contains these columns: "Buildings," "New or Remodeled," "Year," "Cost," "Architect and Other Fees," "Total Cost," "Area—Square Feet," and "Cost Per Square Foot." The Orange Coast report, somewhat more extensive than Santa Ana's, begins with an artist's sketch of the College Master Plan, identifying projected and existing buildings. The building program section of the Santa Ana document concludes with a list of "various projects, additions and expansions [which] appear to be needed during the coming school year."

Other colleges which, by photograph and description, identify new improved physical facilities are: Hesston College, Kansas; Monticello College, Illinois; St. Johns River Junior College, Florida; Lubbock Christian College, Texas; Dixie College, Utah; Lindsey-Wilson College, Kentucky; Wentworth Institute, Massachusetts; and Contra Costa and Diablo Valley Colleges, California.[19] "The Science Center" at Diablo Valley, first opened in 1959; the new "Student Center" at Lindsey-Wilson College, "Field House" at Lubbock Christian College, "Nuclear Science Building" at Wentworth Institute, and "Fine Arts Center" at Dixie College are given particular mention.

Campus development programs of one or more buildings are included in a number of president's reports. Announcement is made of additional development of the Allen-Bradley Hall of Science at Milwaukee School of Engineering, Wisconsin. Included in this project is:

> Development of research areas for Institute of Leather Technology, instrumentation-measurements, fluid power, servo-mechanisms, and data processing.

A permanent program for basic as well as applied research is now an integral part of the Milwaukee School of Engineering pattern of service. Ground work was laid during the 1960–61 year for increasing the number of such projects. The first, the Institute of Leather Technology, is widely recognized by the industry as a research laboratory of the first rank. This unique example of pure research does not set a precedent, however, for the discontinuation of teaching as the primary function of the junior college.

The new Stephens College Learning Center—" a constellation of interrelated buildings, rather than a single massive structure"—will be designed "to extend the effectiveness of good teachers, who are indispensable for sound learning."

Plans are mentioned for a new college center at Westbrook Junior College, Maine, a physical–biological science building at Dixie College, Utah, and two buildings to house music, art, foreign languages, secretarial science and student activities at Los Angeles City College, California. Clinton College, Iowa, announces in its annual report planning for a new campus in 1964.

Fifty-four documents contain a statement from the librarian. Usually included is size of book collection, number of books bound and cataloged, circulation, recent acquisitions, and staff. Information on library expenditures, if presented, is more frequently found in financial sections. However, expenditure figures are, among others, briefly presented in library reports of Northwestern Michigan College, College of Guam, and Mount Vernon College, Illinois.

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[19] Contra Costa Junior College District presents one *Ninth Year Report* for its two institutions: Contra Costa College and Diablo Valley College.

Several colleges include comparative library data. Santa Rosa Junior College, California, and Pine Manor College, Massachusetts, for example, provide acquisition, circulation and binding information for the five-year period beginning 1956–57. Also in the Santa Rosa report is material on "Language Laboratory, Listening and Remedial Facilities," accreditation exhibits, "Survey of Reserve Desk Procedures and Charging Systems," and mention of a faculty library committee.

Another table of comparative data is found in the Lincoln College (Illinois) publication—ratios of usage, circulation and accession from 1947–48 through 1960–61:

(1) Usage Ratio: The total number of students counted in library during the year divided by that year's enrollment, or roughly the number of times a student came into the library during the year.
(2) Circulation Ratio: Number of books taken out of library during year divided by enrollment figure, or approximately the number of books an average student withdrew in the academic year.
(3) Accession Ratio: Number of books accessioned divided by enrollment figure.

Room utilization studies—fourth most frequently mentioned topic in this division (Physical Facilities)—are described in 19 reports. A fall term schedule of room occupancies for every hour of the day is provided by Joplin Junior College, Missouri. Also included is a chart showing the number of seats currently in every classroom contrasted to the maximum possible for each teaching station.

It is not surprising that president's reports give relatively strong emphasis to plant improvements and building programs. In describing the progress of buildings, the administration has the opportunity to make the most of photographs of construction and equipment, and schematic plans of new campus units. He should not hesitate to do so, as long as buildings and grounds does not become the central theme of his annual report.

11. *Business Management.* Approximately 15 percent of the information provided in president's reports concerns the business function of junior colleges. This division, comprised of 38 topics (see Table XXIII), ranks second among the 12 areas (excluding a "Miscellaneous" division) in amount of material found in publications examined.

Most—actually 82 percent or 127 of the 155 reports—include at least one of the 38 items identified. Only topics in "Student Characteristics" are, as indicated earlier, found in more documents.

Although no topic is included in more than 45 (30%) of the reports, five items are, in frequency of mention, clustered between 34 and 45 (21% and 30%) publications: "Financial Statement (budget balances)," 45; "Department or Division Budgets" in 40; "Sources of Income," 39; "Gifts," 38; and "Loan Funds," found in 34 reports.

Of the nine which emphasize financial statements, particular mention will be made of seven: Everett Junior College, Washington; Wood Junior College, Mississippi; Wharton County Junior College, Texas; South Georgia

College; Alabama Christian College; Mason City Junior College, Iowa; and Emmanuel College, Georgia.

"College finances" is, in the Everett report, divided into five main categories: "General Fund Budget," "Associated Student Body Budget," "Associated Student Body Special Accounts," "College Special Accounts," and "Everett Junior College Trust Funds." Uniquely, each financial statement is preceded by an explanation and followed by a bar graph. Preceding the trust fund account mentioned above is, for example, the following:

> Since the Board of Education approved the policy of setting aside a portion of the fee to be put in trust for use at a future date, the trust fund has been developed. All expenditures from this fund must be approved by the administrators of the college. The money will be spent for special furniture and items needed in the development of the new campus. The money has been invested in savings accounts in the savings and loan associations and banks of Everett.

Section two of the Wood Junior College publication contains information about budget, finance and alumni. Graphs in various colors showing trends in income from all sources over a ten-year period are first presented and, after a chart of operating budgets for the same period is given, the current operating budget is included. Comparative figures on board and room revenue and expense over a four-year period precede certain recommendations. These recommendations are followed by a graph—with an accompanying explanation of alumni donations.

*The Fourteenth Annual Report* of Wharton County Junior College contains, in addition to a brief statement of the testing program and information pertaining to enrollment, interesting facts about 30 junior colleges in Texas, including: tax rates, assessed valuation, costs of instruction, teachers' salaries, library expenditures, and general administrative expenses. A series of tables on Wharton County Junior College finances concludes this 50 page report.

South Georgia College, one of the forty including departmental or divisional budgets, itemizes recommended salary increases as well as summarizing educational and general budgets.

The Alabama Christian College publication is one of 14 which is made semi-annually. Largely financial, this document uniquely includes monthly totals on income and expenditure accounts—administration, instruction, maintenance—as well as capital outlay accounts.

A special financial statement on adult education is presented by Mason City Junior College. In addition to a summary sheet of the year's total receipts and expenditures, accounts for each evening course are also presented, showing instructional costs and fees collected. Other receipts and expenditures connected with adult education are shown separately.

Under the heading: "Highlights," Emmanuel College, answers the question: "How does Emmanuel College compare in cost to the average private college in the United States?" Tuition and fees, costs of room per year and dining hall charges per year at Emmanuel are compared with other private college averages for the same services.

Material on business management is, as earlier indicated, included in some form or another in over 80 percent of the president's reports examined. Such information differs widely, along with the method of presentation. Since these documents are not intended to be exclusively financial statements, a careful choice of appropriate fiscal information becomes necessary.

What to include in an annual report about the business affairs of the college is difficult to decide. Much depends, of course, upon the characteristics of the institution. But certain basic considerations may apply: (1) It is essential that people of the community know, in simple terms, what budgetary procedures are used and how economies are affected. Supporters of the institution must have complete confidence in the fiscal control of the college if they are expected to provide larger and larger sums of money. (2) Sources of income should be briefly described—including distribution of local tax moneys, state reimbursements, and federal allocations. (3) It is also advisable to define the fiscal authority of the board of trustees. (4) If operational costs are presented, it is always wise to present comparative costs of instruction with other fiscal areas.

A high degree of skill is required to present budgetary material interestingly yet accurately. The section on business management—along with material on the instructional program and the students—should ideally be the most carefully prepared and effectively presented portion of the president's annual report.

12. *Miscellaneous.* Miscellaneous information comprises about 11 percent of the total material contained in the 155 president's reports analyzed in this study. Four topics, to be specific, are found in 30 or more publications: "Community Relations," in 49; "Summary and Conclusions," in 41; references to accreditation, in 36; and "Charts and Graphs"—referred to in earlier sections of this chapter—included in 32 reports (see Table XXIV).

By "Community Relations" is meant public information programs which present—as described in the Ketchikan Community College (Alaska) document—"The Role of the College in the Community." Public or community relations programs, as stated in the Reedley College (California) publication, include "many activities performed by many people through speeches, special meetings, participation in community activities, advisory committee work as well as work specifically done by the public information officer."

A successful community relations program may also include, as suggested by Austin Junior College, Minnesota, a variety of "short courses or service clinics," and, according to American River Junior College, California, publications which present the institution's role to various "publics" within the college service area. Also a part of the American River community relations program is a photographic service, a faculty speaker's bureau and a patron's club.

The Roger Williams Junior College (Rhode Island) *Bulletin* lists six community groups with whom regular communication should be established and maintained:

(1) High school principals, deans and guidance teachers
(2) College admissions officers
(3) Newspapers, radio stations, television stations and other media
(4) Business and industrial leaders
(5) Civic groups, administrators of trusts and foundations
(6) Alumni of the college

Public relations and financial support are, particularly for the private institution, closely related. As suggested by The Packer Collegiate Institute, New York: "The solving of the second [financial support] in any one year depends to a great extent upon the success in meeting the first [public relations]." Community relations and institutional financing are thus together discussed in the Packer Institute report.

Good public relations, as the Freeman Junior College (South Dakota) *Bulletin* emphasizes, is indeed a necessity if a junior college is to serve its community adequately.

Although most concluding sections are rather brief, some are comparatively long and often introduce new material. Under the caption—"The Future"—El Camino College, California, and Rockland Community College, New York, conclude their annual reports. The El Camino statement in particular presents a thorough review of basic plans for the decades ahead. A summary of seven such trends follows the discussion. Similar material is submitted by Wentworth Institute, Massachusetts, in "Future Plans," and by Northwestern Michigan College in "The Second Decade." Wentworth concentrates on facilities planning and academic standards, and Northwestern Michigan on finances and faculty shortages.

The Northeast Mississippi Junior College summary statement deals in retrospect with accomplishments, and in the future with such problems as enrollment increases, faculty salaries, long-range building plans, and extension of the college day hours.

Vincennes University, Indiana, speaks of the "Next Decade," and in a final paragraph, extols the community junior college as uniquely fitted to provide opportunity for all.

In addition to the 36 reports which give references to accreditation are four others which summarize findings of accreditation visiting committees. City College of San Francisco, California, presents in some detail, for example, such commendations and recommendations made by the team.

Institutional research, although not widespread among junior colleges, is making headway in an increasing number of schools.[20] The subject is mentioned in only 18 of the 155 reports; but specific evidence that it is gaining some prominence in American junior colleges may be found in these few publications.[21]

Abstracts of three institutional studies are presented by San Jose City College, California, and nine are briefly described by City College of San Francisco, California.

A number of institutional studies are mentioned in a five-page section of the Urbana Junior College (Ohio) report. The most ambitious is a "Proposed Plan for the Five-Year Development of the College":

> This 110-page study covers such future college plans as the general education program, the aims and purposes of the college, a proposal for moving into a four-year program, enrollment trends 1961–1965, building needs for the same period, faculty needs, and budget and finance for the next five years.

Reference in reports to administrative and faculty personnel engaged in research—primarily applied—is further proof of the growing importance of institutional research in junior colleges of the nation. For example: (1)

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[20] For a report of a conference on institutional research in the junior college, see: *Institutional Research in the Junior College*. A Report of a Conference (Junior College Leadership Program, Occasional Report No. 3) Los Angeles: University of California, Los Angeles, 1962.

[21] References to follow-up studies and other research related to student characteristics, room utilization studies, etc., are made earlier in this chapter.

Georgia Southwestern College lists two full-time and two part-time faculty members engaged in research, (2) Orange Coast College, California, having recently created a new position, administrative dean—research, is engaged in numerous studies, (3) at Manatee Junior College, Florida, the director of student personnel is, in addition to his other duties, carrying on extensive investigations of college problems, and (4) a new co-ordinator of research is assigned at El Camino College, California. "The appointment of a Co-ordinator, and the identification of his duties is [according to the El Camino report], a big step in the direction of making administrative decisions and developing policies based on adequate and factual information."

## Format

Various styles are used in presenting president's reports. As shown in Table XXV, 58 of the 155 examined are written in letter style—first person. Many of these have topic headings, and all are conversational in tone. Thirty others are summaries or brief condensations, 19 more emphasize reports of department or division officers, three are essentially reports of committees and two are primarily pictorial.

Twenty-six of the remaining 30 are—in style—combinations of the above. Portions of three of these are uniquely presented in a "question posed—answers given" style. In the Brevard College (North Carolina) report, answers are, for example, provided to such questions as: "Are standards too high?" "Are student costs too high?"

New Haven College, Connecticut, in a section entitled "Development," asks and then answers: "Shall there be resident students?" "What shall our program be?" "What emphasis shall be placed on the part-time programs with the advent of full-time students?"

One college, Los Angeles Harbor College, California—whose report is divisional by design—itemizes for each division "what has worked well this year" and "what has not worked well."

Other interesting ideas are revealed in the publications. For instance, appropriate references taken from the *Synodical Handbook* precedes each topic discussed in the Concordia College (Wisconsin) report.

Only 29 of the 155 documents have a table of contents, or an index.

One hundred forty of the reports are reproduced by mimeograph, ditto or photographic process (over half, 88, actually, are mimeographed), the other 15 are printed. All but 18 have letter (8½ × 11 inches) size pages. Length of the publications ranges from one to 100 pages, and averages 18.

A decorative cover design in multicolors is used in 12 cases, and colored paper is occasionally used to identify sections. The Sinclair College (Ohio) report happens to be entirely on yellow paper, while the one from Carlsbad Community College, New Mexico, is pink.

Better than half of the publications (88 of the 155) are held together by staples.

## Concluding Remarks

It is recognized that the foregoing data could be more confusing than illuminating, were this study to end at this point. Since it is the writer's intention to draw conclusions from the information gathered and to make recommendations based thereon, attention is now invited to the final chapter.

## CHAPTER IV

# CONCLUSIONS AND RECOMMENDATIONS

Although school administrators have long prepared reports, few have used them to maximum advantage. Recent years have, however, seen a trend toward popularization which, when developed carefully, can be valuable in presenting the story—the goals, accomplishments, and needs of an institution.

An examination of inquiry forms shows that a substantial number of junior college presidents (292 of 380 returning the forms) prepare some kind of report. Although administrators point out certain difficulties with the preparation of such a document, many cite its values.

An analysis of inquiry forms suggests that reports differ widely in content and format. This conclusion is substantiated in an analysis of 155 publications; for little standardization in types of material and arrangement of information is apparent.

Nevertheless, reports do have broad content similarities. Approximately one half of the total material found in the 155 documents is, for example, about the student body and business affairs of the college. Yet, it must be noted that specific material included differs greatly—in fact, so much so that none of the 263 topics which occur in one or more publications is found in more than 45 percent of the documents. It can therefore be concluded that although material categorized as divisions—such as business management and student activities—consistently appears, and thus should be given particular consideration for inclusion in reports, no single topics—such as income budget or athletic program—are considered vital.

Few junior colleges publish comprehensive reports designed for wide community distribution. Although there are notable exceptions, many are fragmentary and incomplete—in rudimentary stages of development. Some, on the other hand, are highly individualistic and effective. Where comprehensive reports are not consistently available, the difficulty may lie in deciding how to present the necessary information to both lay personnel and members of the college family. This difficulty should not be insurmountable.

Other problems involved in the preparation of president's reports include time and energy factors and matters of content, style, and form. It is suggested that these need not be deterrents if (1) time for the task is properly budgeted, and (2) a straightforward story is told without too much concern about the several publics that will read it. A junior college, since it is a community college, cannot afford to overlook the fact that the community is as much interested in its welfare as is the president himself. In consequence, the president's report, whether succinct or detailed, should provide the community with facts about its college without apology or exaggeration.

The preparation of a report—made annually to the board of directors—is strongly recommended. Junior college administrators who do not now issue such a document are encouraged—along with those actually planning one—to consider the following suggestions:

1. Include a statement of philosophy or purpose of the college which undergirds all activities of the institution.
2. Include a succinct overview of the year—needs and recommendations to correct such needs—and goals for the year ahead.
3. Involve in the process as many of the college family as can profitably be assigned a responsibility.
4. Stress the role of the faculty in implementing the college's statement of philosophy, giving due credit for outstanding achievements in the classroom and in professional growth.
5. Make the instructional program a central element in the document—what has been done in the year just past to improve it; what is planned for the future; how it has benefited the students; and what further benefits they may expect in the years ahead.
6. Remember that a community college is more than a monument to modern architecture; that important as physical facilities are to the over-all program, they do not constitute the most important factor in educating young men and women; that while the community has a right to know what physical improvements have been made to the campus, or are planned for it, such improvements should not be overemphasized at the expense of other areas of interest.
7. To ease the task of collecting information for the annual report, keep a day-by-day file of material which will, at the end of the year, be conveniently available.
8. Develop an attractive format and present material in a straightforward manner, without "writing down" to any particular public.
9. For those who will not wish to read through the entire report, preface it with a "highlights" section that tells the more detailed story in brief.
10. Whenever possible, present explanatory information and graphic illustrations with statistical material.
11. However brief the report, include a table of contents or index.
12. Distribute copies to the press, libraries, and community leaders as well as to administrators in other districts. Every effort should be made to see that all influential people are acquainted with the document.
13. Avoid the release of "half-cocked" interpretations of the report by inviting representatives of the communications media to attend a special study meeting at which questions may be asked and answers supplied.
14. Provide each instructor and member of the college with a copy of the publication.
15. Once the report has been prepared and submitted to the board of directors, do not file it away in some remote place; keep it within easy reach for ready reference when planning staff meetings, board meetings, and conferences with interested lay persons.

Topics found in the tables of this study may, it is further suggested, be useful in the process of selecting items for an annual report.

Developing a meaningful document is not an easy task. Such a production demands the energies of many people with diverse talents. Indeed, it takes time and money. If well done, the president's report can be an indispensable factor in educating the public to the needs, progress, and plans of the institution and, at the same time, in uniting the entire organization in a common effort.

# APPENDIX A

## DIRECTORY OF AMERICAN JUNIOR COLLEGES INCLUDED IN ANALYSIS OF 155 PRESIDENT'S REPORTS

| *College* | *Location* |
|---|---|
| ALABAMA | |
| Alabama Christian College | Montgomery |
| The Southern Union College | Wadley |
| ALASKA | |
| Anchorage Community College | Anchorage |
| Ketchikan Community College | Ketchikan |
| Sheldon Jackson Junior College | Sitka |
| CALIFORNIA | |
| Allan Hancock College | Santa Maria |
| American River Junior College | Sacramento |
| Antelope Valley College | Lancaster |
| Citrus College | Azusa |
| City College of San Francisco | San Francisco |
| College of San Mateo | San Mateo |
| Contra Costa College | San Pablo |
| El Camino College | El Camino |
| Fullerton Junior College | Fullerton |
| Los Angeles City College | Los Angeles |
| Los Angeles Harbor College | Los Angeles |
| Los Angeles Trade-Technical College | Los Angeles |
| Monterey Peninsula College | Monterey |
| Oceanside-Carlsbad Junior College | Oceanside |
| Orange Coast College | Costa Mesa |
| Palo Verde College | Blythe |
| Reedley College | Reedley |
| Sacramento City College | Sacramento |
| San Jose City College | San Jose |
| Santa Ana College | Santa Ana |
| Santa Rosa Junior College | Santa Rosa |
| Taft College | Taft |
| CONNECTICUT | |
| New Haven College | New Haven |
| Quinnipiac College | Hamden |
| DELAWARE | |
| Wesley College | Dover |

| *College* | *Location* |
|---|---|
| **FLORIDA** | |
| Manatee Junior College | Bradenton |
| North Florida Junior College | Madison |
| Palm Beach Junior College | Lake Worth |
| Pensacola Junior College | Pensacola |
| St. Johns River Junior College | Palatka |
| **GEORGIA** | |
| Abraham Baldwin Agricultural College | Tifton |
| Andrew College | Cuthbert |
| Brewton Parker College | Mount Vernon |
| Emmanuel College | Franklin Springs |
| Georgia Southwestern College | Americus |
| Reinhardt College | Waleska |
| South Georgia College | Douglas |
| Young Harris College | Young Harris |
| **GUAM** | |
| The College of Guam | Agana |
| **HAWAII** | |
| The Church College of Hawaii | Laie, Oahu |
| Maunaloa College | Paia, Maui |
| **IDAHO** | |
| Boise Junior College | Boise |
| North Idaho Junior College | Coeur d'Alene |
| **ILLINOIS** | |
| Elgin Community College | Elgin |
| Joliet Junior College | Joliet |
| Kendall College | Evanston |
| Lincoln College | Lincoln |
| Moline Community College | Moline |
| Monticello College | Alton |
| Mt. Vernon Community College | Mt. Vernon |
| **INDIANA** | |
| Vincennes University | Vincennes |
| **IOWA** | |
| Clinton Junior College | Clinton |
| Emmetsburg Community College | Emmetsburg |
| Estherville Junior College | Estherville |
| Fort Dodge Community College | Fort Dodge |
| Mason City Junior College | Mason City |
| **KANSAS** | |
| Central College | McPherson |
| Donnelly College | Kansas City |
| Friends Bible College | Haviland |
| Hesston College | Hesston |
| Highland Junior College | Highland |
| Hutchinson Junior College | Hutchinson |
| Pratt Junior College | Pratt |

| *College* | *Location* |
|---|---|
| KENTUCKY | |
| Lindsey Wilson College | Columbia |
| Midway Junior College | Midway |
| MAINE | |
| Westbrook Junior College | Portland |
| MARYLAND | |
| Baltimore Junior College | Baltimore |
| Catonsville Community College | Catonsville |
| Charles County Junior College | La Plata |
| Essex Community College | Essex |
| Frederick Community College | Frederick |
| Prince George's Community College | Suitland |
| St. Mary's Seminary Junior College | St. Mary's City |
| MASSACHUSETTS | |
| Berkshire Community College | Pittsfield |
| Garland Junior College | Boston |
| Pine Manor Junior College | Wellesley |
| Wentworth Institute | Boston |
| MICHIGAN | |
| Henry Ford Community College | Dearborn |
| Highland Park Junior College | Highland Park |
| North Central Michigan College | Petoskey |
| Northwestern Michigan College | Traverse City |
| Port Huron Junior College | Port Huron |
| MINNESOTA | |
| Austin Junior College | Austin |
| Concordia College | St. Paul |
| Virginia Junior College | Virginia |
| MISSISSIPPI | |
| Gulf Park College | Gulfport |
| Northeast Mississippi Junior College | Bonneville |
| Wood Junior College | Mathiston |
| MISSOURI | |
| Christian College | Columbia |
| Joplin Junior College | Joplin |
| St. Mary's Junior College | O'Fallon |
| Stephens College | Columbia |
| William Woods College | Fulton |
| NEW JERSEY | |
| Trenton Junior College | Trenton |
| Union Junior College | Cranford |
| NEW MEXICO | |
| Carlsbad Community College | Carlsbad |
| NEW YORK | |
| Erie County Technical Institute | Williamsville |
| Fashion Institute of Technology | New York |

| *College* | *Location* |
|---|---|
| Hudson Valley Community College | Troy |
| Jamestown Community College | Jamestown |
| Nassau Community College | Mineola |
| Orange County Community College | Middletown |
| The Packer Collegiate Institute | Brooklyn |
| Queensborough Community College | Bayside |
| Rockland Community College | Suffern |
| State University of New York: | |
| Agricultural and Technical Institute | Canton |
| Agricultural and Technical Institute | Cobleskill |
| Agricultural and Technical Institute | Farmingdale |
| Westchester Community College | Valhalla |
| NORTH CAROLINA | |
| Asheville–Biltmore College | Asheville |
| Brevard College | Brevard |
| Chowan College | Murfreesboro |
| Gardner–Webb Junior College | Boiling Springs |
| Louisburg College | Louisburg |
| Mount Olive Junior College | Mount Olive |
| NORTH DAKOTA | |
| North Dakota State School of Science | Wahpeton |
| North Dakota School of Forestry | Bottineau |
| OHIO | |
| Lourdes Junior College | Sylvania |
| Sinclair College | Dayton |
| Tiffin University | Tiffin |
| Urbana Junior College | Urbana |
| OREGON | |
| Central Oregon College | Bend |
| Concordia College | Portland |
| PENNSYLVANIA | |
| Ambler Junior College of Temple University | Ambler |
| Baptist Institute for Christian Workers | Bryn Mawr |
| Harcum Junior College | Bryn Mawr |
| RHODE ISLAND | |
| Roger Williams Junior College | Providence |
| SOUTH CAROLINA | |
| Anderson College | Anderson |
| SOUTH DAKOTA | |
| Freeman Junior College | Freeman |
| TEXAS | |
| College of Cooke County | Gainesville |
| LeTourneau Technical Institute of Texas | Longview |
| Lubbock Christian College | Lubbock |
| Southwestern Bible Institute Junior College | Waxahachie |
| Wharton County Junior College | Wharton |

| *College* | *Location* |
|---|---|
| UTAH | |
| Dixie Junior College | St. George |
| VIRGINIA | |
| Bluefield College | Bluefield |
| Ferrum Junior College | Ferrum |
| Marion College | Marion |
| WASHINGTON | |
| Everett Junior College | Everett |
| Lower Columbia Junior College | Longview |
| Yakima Valley Junior College | Yakima |
| WEST VIRGINIA | |
| Greenbriar College | Lewisburg |
| WISCONSIN | |
| Concordia College | Milwaukee |
| County Teachers Colleges: | |
| Buffalo | Alma |
| Racine-Kenosha | Union Grove |
| Waushara | Wautoma |
| Milwaukee Institute of Technology | Milwaukee |
| Milwaukee School of Engineering | Milwaukee |
| WYOMING | |
| Northwest Community College | Powell |
| Sheridan College | Sheridan |

# APPENDIX B

## TABLE XIII
## ITEMS INCLUDED IN INTRODUCTION TO 155 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS, BY FREQUENCY AND PERCENT OF MENTION

| Item | Frequency (N = 185) | Percent |
|---|---|---|
| Acknowledgments | 26 | 17 |
| Description of College | 4 | 3 |
| Description of Community | 3 | 2 |
| General Statement (statement by president on the importance of and need for education, brief description of report contents, challenges facing the college, looking ahead, inspiration statement, etc.) | 21 | 14 |
| Highlights (accomplishments) | 23 | 15 |
| History of College | 13 | 8 |
| Junior Colleges in Higher Education | 2 | 1 |
| Philosophy of College | 9 | 6 |
| Prayer | 1 | |
| Problems of Junior College Administration | 2 | 1 |
| Objectives of College | 26 | 17 |
| Purpose(s) of Report | 37 | 24 |
| Statement of Transmittal (to board, to state department of education, etc.) | 18 | 12 |

## TABLE XIV
## ITEMS CONCERNING GOVERNING BOARD INCLUDED IN 155 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS, BY FREQUENCY AND PERCENT OF MENTION

| Item | Frequency (N = 55) | Percent |
|---|---|---|
| Board–Faculty Liaison Committee | 1 | |
| Board Members Identified by Name | 40 | 26 |
| Board Members Identified by Photograph | 3 | 2 |
| Committees | 4 | 3 |
| Individual Responsibilities of Board Members | 1 | |
| Minutes of Board Meetings | 6 | 4 |

## TABLE XV
## ITEMS CONCERNING ADMINISTRATIVE PERSONNEL INCLUDED IN 155 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS, BY FREQUENCY AND PERCENT OF MENTION

| Item | Frequency (N = 136) | Percent |
|---|---|---|
| Activities of President and Other Administrators | 18 | 11 |
| Administrative Organization (in addition to charts; cf. Table XXIV) | 7 | 4 |
| Administrators Identified by Name | 40 | 26 |
| Administrators Identified by Photograph | 4 | 3 |
| Classes Taught by Administrators | 2 | 2 |
| Recommendations of President (anticipated needs) | 54 | 35 |
| Responsibilities of Individual Administrators | 10 | 6 |

## TABLE XVI
## ITEMS CONCERNING INSTRUCTIONAL STAFF INCLUDED IN 155 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS, BY FREQUENCY AND PERCENT OF MENTION

| Item | Frequency (N = 286) | Percent |
|---|---|---|
| Biographical Data of Personnel Recommended for Appointment | 1 | |
| Committee Reports | 10 | 6 |
| Deaths | 9 | 6 |
| Degrees and/or Certificates Held | 28 | 18 |
| Experience and Training | 3 | 2 |
| Faculty Advisers and/or Student Personnel Workers Named | 11 | 7 |
| Faculty Association (and other professional organizations) | 7 | 4 |
| Faculty Changes (appointments, terminations, transfers, retirements) | 49 | 32 |
| Faculty Committees (structure, rosters, etc.) | 16 | 10 |
| Faculty History | 2 | 1 |
| Faculty Identified by Name | 59 | 38 |
| Faculty Institutes and Workshops | 7 | 4 |
| Faculty Meetings | 8 | 5 |
| Faculty Rank | 11 | 7 |
| Faculty Speakers Bureau | 3 | 2 |
| Faculty-Student Ratios | 13 | 8 |
| Fellowship and Other Awards | 13 | 8 |
| Full-time, Part-time Faculty | 36 | 23 |
| Grievance Procedure | 1 | |
| Leaves (armed services, hardship, maternity, sabbatical, etc.) | 2 | 1 |
| Orientation of New Faculty | 1 | |
| Probationary Instructors | 2 | 1 |
| Professional and Community Activities | 14 | 9 |
| Professional Growth (publications, consulting work, etc.) | 14 | 9 |
| Recruitment—Selection Policies | 1 | |
| Retirement Policies | 3 | 2 |
| Salary Information (average, mean, range, etc.) | 31 | 20 |
| Salary Schedule(s) | 14 | 9 |
| Salaries Unpaid | 1 | |
| Teaching Load | 16 | 10 |

## TABLE XVII

## ITEMS CONCERNING NONINSTRUCTIONAL EMPLOYEES INCLUDED IN 155 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS, BY FREQUENCY AND PERCENT OF MENTION

| Item | Frequency (N = 19) | Percent |
|---|---|---|
| Noninstructional Employees Identified by Name | 8 | 5 |
| Number Employed | 6 | 4 |
| Prefect's Report | 1 | |
| Readers | 1 | |
| Responsibilities | 1 | |
| Salary Information | 1 | |
| Salary Schedule(s) | 1 | |

## TABLE XVIII

## ITEMS CONCERNING STUDENT ACTIVITIES INCLUDED IN 155 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS, BY FREQUENCY AND PERCENT OF MENTION

| Item | Frequency (N = 183) | Percent |
|---|---|---|
| Assemblies (policies, programs, speakers, etc.) | 15 | 10 |
| Athletic Programs (policies, schedules, etc.) | 25 | 16 |
| Budget (revenue, expenditures, etc.) | 12 | 8 |
| Clubs and Extraclass Activities | 35 | 22 |
| Deaths | 2 | 1 |
| Financial Procedures | 3 | 2 |
| Honorary Fraternities and Other Organizations | 10 | 6 |
| Intramural Activities | 17 | 11 |
| Leadership Seminars | 3 | 2 |
| Publications (newspaper, yearbook, etc.) | 13 | 8 |
| Social Events | 26 | 17 |
| Student Bookstore | 5 | 3 |
| Student Government | 17 | 11 |

## TABLE XIX

## ITEMS CONCERNING STUDENT CHARACTERISTICS INCLUDED IN 155 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS, BY FREQUENCY AND PERCENT OF MENTION

| Item | Frequency (N = 773) | Percent |
|---|---|---|
| Age | 15 | 10 |
| Application for Admission | 20 | 13 |
| Average Daily Attendance (including total attendance days) | 17 | 11 |
| Average Daily Membership | 3 | 2 |
| Colleges and Universities Which Graduates Are Attending | 10 | 6 |
| Colleges and Universities Which Graduates Will Attend | 1 | |
| Colleges Previously Attended | 5 | 3 |
| College Transfer Declarations | 21 | 14 |
| Community Residence | 5 | 3 |
| County Residence | 18 | 12 |
| Credit—Noncredit | 10 | 6 |
| Curriculums | 37 | 24 |
| Day, Extended-Day, or Evening | 26 | 17 |
| Degrees Awarded (names and/or number of students) | 9 | 6 |
| Denominations (including religious preferences) | 12 | 8 |
| Eligible—Ineligible at High School Graduation | 1 | |
| Follow-up Studies (nongraduates) | 3 | 2 |
| Follow-up Studies (graduates) | 11 | 7 |
| Foreign Students | 25 | 16 |
| Freshman, Sophomore, Special Student Enrollments | 39 | 25 |
| Full-time Equivalents | 16 | 10 |
| Full-time, Part-time Total Enrollment | 65 | 42 |
| Graduates | 39 | 25 |
| Growth Patterns (history, trends, predictions, etc.) | 37 | 24 |
| High School Credit Students | 2 | 1 |
| High School Grade Average | 1 | |
| High School Graduates | 5 | 3 |
| High School Rank | 2 | 1 |
| High Schools from Which Graduated | 15 | 10 |
| Honors Given (certificates of proficiency, scholarships, etc.) | 32 | 21 |
| Hours Assigned | 4 | 3 |
| In-district—Out-district | 14 | 9 |
| Major Fields | 6 | 4 |
| Marital Status | 4 | 3 |
| Minors | 1 | |
| Monthly, Semester, or Quarterly Attendance | 37 | 24 |
| New—Old Students | 9 | 6 |
| Occupation of Father | 2 | 1 |
| Physically Handicapped | 1 | |
| Residence of Parents | 2 | 1 |
| Resident—Nonresident | 19 | 12 |
| Sex | 43 | 28 |
| State Residence | 22 | 14 |
| Students Having Had Teaching Experience | 1 | |
| Total Yearly Enrollment (different persons) | 55 | 35 |
| Total Part-time Yearly Enrollment (different persons) | 1 | |
| Trades | 1 | |
| Transcripts Issued | 6 | 4 |
| Veterans | 18 | 12 |
| Withdrawals (number, reasons, policies, etc.) | 25 | 16 |

### TABLE XX

## ITEMS CONCERNING STUDENT SERVICES INCLUDED IN 155 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS, BY FREQUENCY AND PERCENT OF MENTION

| Item | Frequency (N = 327) | Percent |
|---|---|---|
| Admission Policies | 8 | 5 |
| Attendance Regulations | 2 | 1 |
| Audio-Visual Report | 13 | 8 |
| Cafeteria Report | 7 | 4 |
| Conduct (drinking, gambling, hazing, narcotics, smoking, etc.) | 1 | |
| Discipline (philosophy, regulations, etc.) | 3 | 2 |
| Employment Services | 24 | 16 |
| Field Trips | 7 | 4 |
| Graduation Requirements (including Baccalaureate and Commencement) | 25 | 16 |
| Guidance Program (principles, purposes, types, etc.) | 31 | 20 |
| Health Services Report | 22 | 14 |
| Housing Report (including dormitory report) | 24 | 16 |
| Loans (in addition to financial report) | 14 | 9 |
| Orientation Program | 9 | 6 |
| Photographs of Students | 3 | 2 |
| Photographic Services | 2 | 1 |
| Physical Examination Policies | 2 | 1 |
| Probation—Disqualification Regulations | 26 | 17 |
| Publications | 13 | 8 |
| Registration Procedures | 4 | 3 |
| Selection—Recruitment Practices | 9 | 6 |
| Student–Counselor Contacts | 2 | 1 |
| Student Employees (positions, hours worked, etc.) | 7 | 4 |
| Student–Faculty Liaison Committee | 2 | 1 |
| Students' Names | 9 | 6 |
| Test Scores (SCAT, Kuder, Co-op. English, etc.) | 14 | 9 |
| Testing Programs (policies, selective admissions, etc.) | 23 | 15 |
| Textbooks (selecting, ordering, receiving, changing, distributing, disposing of, etc.) | 4 | 3 |
| Transportation Report | 6 | 4 |

## TABLE XXI

## ITEMS CONCERNING CURRICULUM AND INSTRUCTION INCLUDED IN 155 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS, BY FREQUENCY AND PERCENT OF MENTION

| Item | Frequency (N = 225) | Percent |
|---|---|---|
| Academic Standards (quality of educational program)..... | 17 | 11 |
| Adult Education Program ............................ | 21 | 14 |
| Air Force Research Development Program and ROTC..... | 2 | 1 |
| Apprentice Program ................................ | 2 | 1 |
| Co-ordination of Day and Extended (Evening) Programs... | 2 | 1 |
| Courses and Curriculums Offered (numbers, names, etc.)... | 28 | 18 |
| Cultural Programs .................................. | 18 | 12 |
| Courses Recently Added .............................. | 31 | 20 |
| Courses Recently Dropped ............................ | 3 | 2 |
| Early Acceptance Program ............................ | 5 | 3 |
| Experiments in Education (machine teaching, team teaching, size of classes, educational television, etc.).......... | 10 | 6 |
| Foreign Study Programs .............................. | 2 | 1 |
| Gifted Student Report (curriculum, numbers, names, etc.).. | 8 | 5 |
| Grades (analyses, tabulations, credit point ratio, etc.)...... | 7 | 4 |
| In-service Training Program .......................... | 11 | 7 |
| Laboratory Demonstration School ...................... | 2 | 1 |
| Off-campus Courses (including university extension)....... | 6 | 4 |
| Philosophy of Education ............................. | 3 | 2 |
| Reading and Mathematics Improvement Courses.......... | 6 | 4 |
| Summer School Curriculums .......................... | 8 | 5 |
| Supervision of Instruction (including teacher evaluation).. | 4 | 3 |
| Technical–Vocational Programs ........................ | 22 | 14 |
| Underachiever Report (curriculum, numbers, names, etc.).. | 2 | 1 |
| Work Experience Program (distributive education)........ | 5 | 3 |

## TABLE XXII

## ITEMS CONCERNING PHYSICAL FACILITIES INCLUDED IN 155 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS, BY FREQUENCY AND PERCENT OF MENTION

| Item | Frequency (N = 246) | Percent |
|---|---|---|
| Building Programs (proposals, current projects, recently completed projects, etc.) ............................ | 67 | 43 |
| Improvements to Plant, Grounds, and Equipment......... | 69 | 45 |
| Library Report (census, acquisitions, gifts, use, etc.)........ | 58 | 37 |
| N.D.E.A. Projects (not including loan funds)............. | 9 | 6 |
| Public Use of College Facilities and Equipment........... | 8 | 5 |
| Radio Station ....................................... | 2 | 1 |
| Room Utilization Studies (average class size, maximum capacity, space needs, etc.)........................... | 19 | 12 |
| Site Acquisition (proposals, recent acquisitions, etc.)....... | 6 | 4 |
| Traffic Control and Parking Regulations................. | 8 | 5 |

## TABLE XXIII

## ITEMS CONCERNING BUSINESS MANAGEMENT INCLUDED IN 155 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS, BY FREQUENCY AND PERCENT OF MENTION

| Item | Frequency (N = 507) | Percent |
|---|---|---|
| Accounts Receivable | 9 | 6 |
| Assessed Valuation | 9 | 6 |
| Audit | 7 | 4 |
| Bonded Indebtedness | 9 | 6 |
| Bookstore Funds | 8 | 5 |
| Building Fund | 18 | 12 |
| Cafeteria Fund | 14 | 9 |
| Current Operating Budget (actual income contrasted to estimated income, etc.) | 23 | 15 |
| Department or Division Budgets | 40 | 26 |
| Distribution of General Fund (current expenditures, etc.) | 15 | 10 |
| Dormitory Fund | 9 | 6 |
| Endowments and Investments (not including property) | 18 | 12 |
| Estates and Trusts | 3 | 2 |
| Estimated Budget (anticipated income, expenses, etc.) | 12 | 8 |
| Expended per Student for Library Services | 2 | 1 |
| Farm Fund | 3 | 2 |
| Financial Position (general statement) | 4 | 3 |
| Financial Statement (budget balances) | 45 | 29 |
| Gifts (received, solicitations, Christian Stewardship, etc.) | 38 | 24 |
| Insurance Funds (other than student) | 10 | 6 |
| Interdistrict Arrangements | 4 | 3 |
| Inventory Plans | 2 | 1 |
| Investment in Property, Plant and/or Equipment | 11 | 7 |
| Loan Funds | 34 | 21 |
| Memorial Funds | 3 | 2 |
| Mortgage Payments | 7 | 4 |
| Per Capita Costs | 20 | 13 |
| Purchasing Procedures | 1 | |
| Reserve Funds | 6 | 4 |
| Scholarship Funds | 25 | 16 |
| Separation of Finances (from other school district units) | 2 | 1 |
| Sources of Income | 39 | 25 |
| State and Federal Aid (including special funds for education: George–Barden Act, N.D.E.A., etc.) | 21 | 14 |
| State Laws (title of act, definitions, authority of board, financial participation by board and state, etc.) | 3 | 2 |
| Tax Rates | 7 | 4 |
| Trust Funds | 1 | |
| Tuition (status: increases, decreases, etc.) | 24 | 15 |
| Tuition Earned by Faculty Loan | 1 | |

### TABLE XXIV

### MISCELLANEOUS ITEMS INCLUDED IN 155 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS, BY FREQUENCY AND PERCENT OF MENTION

| Item | Frequency (N = 390) | Percent |
|---|---|---|
| Accreditation (self-evaluation report, accreditation application—reference to or summary of, etc.) | 36 | 23 |
| Accreditation Visiting Committee Report (summary) | 4 | 3 |
| Actions on Recommendations Made in Last Report | 5 | 3 |
| Advisory Committees (named, described, etc.) | 16 | 10 |
| Alumni Reports | 18 | 12 |
| Anticipated Population Growth of Community | 1 | |
| Calendar (coming events, etc.) | 8 | 5 |
| Campus Morale | 16 | 10 |
| Charts and Graphs (administrative organization, enrollment charts, cost graphs, etc.) | 32 | 21 |
| College Admission Centers (in other communities) | 2 | 1 |
| College Image | 3 | 2 |
| Community Relations (role of college, public information programs, relations with industry, etc.) | 49 | 32 |
| Definitions of Terms Used in Report | 2 | 1 |
| Directory, administration, faculty, alumni, etc.) | 15 | 10 |
| Extracts from Faculty Handbook | 1 | |
| Forms (including college seal) | 15 | 10 |
| High School–College Relations | 10 | 6 |
| Institutional Memberships Held by College | 5 | 3 |
| Institutional Research (in addition to follow-up studies, self-evaluation reports, room utilization studies) | 18 | 12 |
| Legislation (proposed, appraisal of action taken by legislature, needed legislation, etc.) | 4 | 3 |
| Length of College Years (days taught) | 6 | 4 |
| Maps | 6 | 4 |
| Master College Development Plan | 6 | 4 |
| Menus | 1 | |
| Names of Donors | 6 | 4 |
| Parent's and/or Patron's Club (women's auxiliary, etc.) | 6 | 4 |
| Photographs of Classrooms and Campus Scenes | 8 | 5 |
| Publications (other than student body) | 5 | 3 |
| Rating of College by Students | 1 | |
| Religious Activities Report (chapel speakers, chaplain's activities, etc.) | 14 | 9 |
| Schedule of Classes | 2 | 1 |
| Secretarial Services | 1 | |
| Special Elections | 3 | 2 |
| Special Problems (controversies, suits, etc.) | 13 | 8 |
| Summary and Conclusions (looking to the future) | 41 | 26 |
| Telephone Service | 2 | 1 |
| Use of Consultants | 9 | 6 |

### Table XXV

### FREQUENCY AND PERCENT OF STYLES OF WRITING FOUND IN 155 AMERICAN JUNIOR COLLEGE PRESIDENT'S REPORTS

| Item | Frequency (N = 125) | Percent |
|---|---|---|
| Administrative Officer Reports Emphasized (departments and/or divisions) | 19 | 12 |
| Committee Reports | 3 | 2 |
| Financial Report | 9 | 6 |
| Letter (written in first person) | 58 | 37 |
| Pictorial Report (pictures of college, graphs, etc.) | 2 | 1 |
| Summary (brief condensation—statistical data) | 30 | 20 |
| Questions Posed—Answers Given | 3 | 2 |
| What Has Worked Well This Year—What Has Not Worked Well This Year | 1 | |

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